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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of July 2001 provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: Slobodan Milosevic prepares to go before the U.N. war crimes tribunal, and the Bush administration plans to open up the Gulf of Mexico to offshore oil drilling (July 2-3); President Bush celebrates Independence Day in Philadelphia, and President Bush nominates Robert Mueller as the new director of the FBI (July 5-6); Beijing waits for a decision on its bid to host the 2008 Olympics, Lawmakers and educators debate an increase in special education funding, a new survey examines the patterns and issues behind Internet usage, a scientific first in stem cell research ignites controversy, and the shuttle Atlantis is on its way to rendezvous with the International Space Station (July 9-13); Beijing will host the 2008 Summer Olympics, the U.S. considers granting amnesty to illegal Mexican immigrants, the search for Chandra Levy continues, a shark attack victim cautions the public about shark attacks, and as the Bonn Climate Conference convenes, all eyes are on the delegates from Japan (July 16-20); leaders of the U.S. and Russia emerge from the G8 Summit with an announcement on arms reduction, Indonesia experiences another change in leadership, President Bush meets U.S. troops in Kosovo, the spread of West Nile virus has U.S. health officials concerned, and the number of West Nile virus cases in the U.S. may be on the rise (July 23-27); and researchers are on an ersatz expedition of Devon Island to learn how to explore Mars (July 30). (AEF)

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CNN Newsroom Classroom Guides, July 2001

By: Turner Learning, Inc.

IR020880

M. Stevens

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CNN NEWSROOM Guide

July 02, 2001

Teachers: If you are on our e-mailing list and do not want to receive the Guide over the summer, please address a blank e-mail *from the account that receives the e-mail Guide* to: cnrguide-nomail@lists.turner.com
You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription
on Aug. 13th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:30...01:05

Top Story ... 06:00...07:05
Slobodan Milosevic prepares to go before the U.N. war crimes tribunal.

In the Headlines ... 02:05...09:10
Vice President Dick Cheney receives a heart device implant.

DAILY DESK ... 00:25...09:35

Environment Desk ... 02:45...12:20
Maryland imposes tougher fishing restrictions to protect the Chesapeake Bay's blue crabs.

WORLDVIEW ... 00:30...12:50

Inside North America ... 04:10...17:00
Georgia's Stone Mountain Park offers lessons about the Civil War era.

Political Front ... 04:00...21:00
Life has become a violent nightmare for one Palestinian family living in Gaza.

NEWS CHRONICLE ... 00:35...21:35

Special Series ... 03:30...25:05
The Sunrise Dance is a rite of passage for Apache girls.

Student Bureau ... 02:20...27:25
Brazilian jazz is a popular hybrid style of music.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Milosevic Extradited

1. Who is Slobodan Milosevic? When and why was he sent to The Hague? What is the role of Louise Arbour in this case? With what crimes has Milosevic been charged? How do Yugoslav citizens feel about Milosevic being tried by the U.N. war crimes tribunal?

2. Why is Milosevic's upcoming trial historically significant? Why do you think Milosevic and his lawyers do not recognize the jurisdiction of the U.N. war crimes tribunal? Do you think Milosevic will receive a fair trial at the tribunal? Why or why not?

3. Direct students back to the video and to the links below to create a timeline of the former Yugoslavia's history during the 1900s. Have students investigate the wars in Croatia, Bosnia and Kosovo, and Milosevic's role in these events. How did Milosevic allegedly violate the laws of war and commit crimes against humanity? Discuss the impact of Milosevic's 13-year rule from the perspective of the citizens of the former Yugoslavia. After the discussion, ask: Why were Western nations so eager to see Milosevic out of power? Do you think Milosovic should have been extradited to The Hague? Why or why not? Do you think he should have been tried at home? Discuss.

4. TEACHERS: For additional information, discussion questions, and activities on this topic, visit the following two CNNfyi.com sites:
http://www.cnn.com/2001/fyi/lesson.plans/04/03/milosevic.trial.da/index.html

   http://fyi.cnn.com/2001/fyi/lesson.plans/06/29/milosevic/index.html.

LINKS:
http://www.cnn.com/SPECIALS/2001/milosevic/
http://www.cnn.com/2001/WORLD/europe/06/28/milosevic.court/index.html
http://europe.cnn.com/2001/WORLD/europe/06/28/tribunal.keyfacts/index.html
http://www.un.org/icty/
http://www.cnn.com/SPECIALS/2000/yugo.crisis/index.htm
http://www.cnn.com/SPECIALS/2000/kosovo/
http://www.asociety.com/geneva1.html
http://www.un.org/Overview/rights.html

In the Headlines: Dick Cheney Surgery

1. From what chronic health problem do Paul Lebowitz and U.S. Vice President Dick Cheney suffer? What type of device did these men have implanted? How does this device work? How might the device affect the quality of Cheney's life and his ability to carry out his professional responsibilities?

2. TEACHERS: For a CNNfyi.com lesson plan on treating heart disease, check out: http://fyi.cnn.com/2001/fyi/lesson.plans/03/06/cheney.heart/index.html.

LINKS:
http://www.cnn.com/2001/ALLPOLITICS/06/30/cheney.health/index.html
http://www.americanheart.org/

EDITOR'S NOTE:
Slobodan Milosevic
U.N. war crimes tribunal

ethnic cleansing
crimes against humanity
Dick Cheney
heart disease

DAILY DESK

Environment Desk: Maryland Crab Crisis

1. What is the status of the Chesapeake Bay's blue crab population? What is causing the number of these crabs to decline? What types of fishing restrictions is the state of Maryland imposing to protect its blue crabs? Why are these measures controversial?

2. Remind students that, according to some watermen and scientists, thinning bay grasses, not overfishing, are causing the Chesapeake Bay's blue crabs to die. Refer students to the last two links below to learn about why seagrass is vital for young fish and crabs, and the natural and human factors that threaten grasses in the Chesapeake Bay. After students share their findings, have them consider whether Maryland should impose tougher fishing restrictions if the blue crab problem is due to thinning grasses and not overfishing.

3. Inform your students that the blue crab is one of the most commercially and ecologically important species harvested in Chesapeake Bay. To preserve and protect the Chesapeake Bay's blue crabs, the state of Maryland developed the Chesapeake Bay Blue Crab Fishery Management Plan (FMP) in 1989. Refer students to the websites below to learn more about the Chesapeake Bay blue crab, its ecological and commercial value, and the pros and cons of the FMP. After students present their findings, have them discuss whether or not the Chesapeake Bay's fishing industry should be regulated by the government.

   EXTENSION: Divide your class into two groups. Have each group create a chart depicting how the depletion of the Chesapeake Bay's blue crabs would affect either a) the crab's ecosystem, or b) related businesses and consumers.

LINKS:
http://www.dnr.state.md.us//fisheries/fishingreport/blucrbft.htm
http://skipjack.net/le_shore/crab/crab.html
http://www.vims.edu/bio/sav/
http://www.blue-crab.org/crabnews/1999091901.htm

EDITOR'S NOTE:
Chesapeake Bay
blue crabs
fishing restrictions
preservation
conservation

WORLDVIEW

Inside North America: Stone Mountain

1. Where is the Stone Mountain Park located? What period of U.S. history can students learn about at this park? What famous novel is associated with Atlanta? What can visitors find at Stone Mountain's "Gone with the Wind" exhibit?

2. Inform students that the story of "Gone With the Wind" begins by glorifying the Old South, moves

through the Civil War, and concludes with a look at the Reconstruction Period. Direct students to their texts, and to the links below, to research these periods of U.S. history. As a class, discuss some of the social, political, and personal issues that Americans confronted during the Civil War era. Then, challenge each student to write a short story that explores one of the central issues of the Civil War from the perspective of either a Confederate or Union soldier, a Southern landowner, or a slave. Have students share their stories and discuss.

LINKS:
http://www.civilwar.com/
http://members.tripod.com/~greatamericanhistory/
http://www.civil-war.net/
http://www.gwtw.org/

Political Front: Mideast Bad Fences

1. Locate Gaza on a map of the Middle East. Why is this area a source of conflict? Why did the Israeli army occupy the home of the Bashir family? How has the occupation and ongoing violence affected the Bashir family?

2. How has Khalil Bashir responded to the situation? What values is he trying to teach his children? How do you think Bashir is able to maintain his spirit of tolerance and peaceful coexistence in the face of so much violence? Do you think Bashir's efforts to promote peace will work? Why or why not?

3. Point out to students that, during the last year, fighting between Israelis and Palestinians has escalated in Gaza. Have students consult the Internet and other resources to learn more about the history of Gaza and the status of violence in this area. Pose the following questions to guide students' research:
   1. Why do Israelis and Palestinians both claim they have the right to this land?
   2. Why has conflict between Israelis and Palestinians increased in recent months?
   3. How has this conflict affected Israeli and Palestinian civilians in Gaza?
   4. What is the economic impact of the conflict in Gaza?
   5. How has the international community responded to the problems in this region?
   6. What are the latest developments in the Mideast peace process?

   After students share their findings, ask: Why do you think Palestinians and Israelis continue to live in Gaza despite increasing violence, poverty and unemployment? Should the international community do more to address the problems in this region? Discuss.

   EXTENSION: Have students draw upon the information they gathered in research and discussion to write newspaper editorials that might appear in either an Israeli or a Palestinian paper. The focus of the editorial should be an opinion, supported with fact, on what course of action that government should pursue at this point in time. Should international observers be allowed into the region? Should the peace process resume? If so, under what conditions? If not, what is the alternative?

LINKS:
http://www.cnn.com/WORLD/struggle_for_peace/
http://www.bartleby.com/65/ga/Gaza.html
http://www.idf.il/english/news/background_20nov00.stm
http://www.cnn.com/2001/WORLD/meast/05/21/mideast.04/index.html
http://www.israel-mfa.gov.il/mfa/home.asp
http://www.intifada.com/

EDITOR'S NOTE:
Stone Mountain Park
Civil War
"Gone With the Wind"

Gaza
Palestinian
Israel
Khalil Bashir

NEWS CHRONICLE

Special Series: Border to Border

1. What is the meaning of the Apache Sunrise Dance? Describe the event. What aspects of the Apache's culture and heritage are passed on through this event? Why aren't all Apache girls able to have a Sunrise Dance ceremony?

2. What is a "rite of passage"? Why is the Sunrise Dance considered a rite of passage? Does your culture have rite of passage rituals for puberty? Discuss.

3. Point out to students that most cultures have rite of passage rituals for life changing events, including puberty, marriage, childbirth and death. Group students. Have each group select a culture and prepare a presentation about some of the rite of passage rituals in the culture. After the presentations, ask: Why are these rituals important for individuals, families, and communities? Could these rituals be practiced in your culture? Why or why not?

4. TEACHERS: Have students visit the following CNNfyi.com Web site to follow Jason Bellini's trek across the western U.S.: http://fyi.cnn.com/2001/fyi/news/06/22/border.to.border/.

LINKS:
http://www.peabody.harvard.edu/maria/Sunrisedance.html
http://www.wmat.nsn.us/

Student Bureau: Brazilian Jazz

1. What is the origin of Brazilian jazz? How would you describe this music? How has Brazilian jazz influenced other forms of music? According to Jim Edwards, what type of people listen to this music? What is your opinion of Brazilian jazz?

2. Ask students to share what they know about jazz and how it differs from other types of music. Then refer them to print and online resources, including the Web sites below, to research the origin and evolution of jazz. Group students. Direct each group to prepare a multimedia presentation about an era of jazz, including the different musicians and the jazz music of that time. After the presentations, have students compare and contrast the music of each era.

LINKS:
http://www.jazzhistory.f2s.com/historyframe.html
http://www.visionx.com/jazz/timeline.htm
http://www.redhotjazz.com/

EDITOR'S NOTE:
Apache tribe
Sunrise Dance
rite of passage
puberty
Brazilian jazz
samba

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

July 03, 2001

Teachers, don't forget: There will be no program or Daily Guide tomorrow, in observance of Independence Day in the U.S.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:20...00:50

Top Story ... 04:30...05:20
-The Bush administration plans to open up the Gulf of Mexico to offshore oil drilling.
-Rising gas prices have made many U.S. consumers eager for a solution.

In the Headlines ... 02:35...07:55
Teachers, please preview this segment, as it contains images that may not be appropriate for all students.
Slobodan Milosevic goes before the U.N. war crimes tribunal.

DAILY DESK ... 00:20...08:15

Health Desk ... 04:25...12:40
Police officers are becoming a more common site in U.S. schools.

Health Desk Extra: Where Kids Drown ... 00:30...13:10
Most kids over the age of five who drown, do so while swimming in freshwater sites.

Turner Website Information ... 00:45...13:55
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:20...14:15

Information Please ... 04:05...18:20
Teachers, please prescreen today's first two Worldview segments, as they contain content that may not be appropriate for all students.
An American woman works to save Siberia's street children.

Political Front ... 02:55...21:15
Conscript hazing is a major problem for Russia's military.

Divine Guidance ... 02:10...23:25
Jews celebrate the restoration of Moscow's main synagogue dome.

NEWS CHRONICLE ... 00:20...23:45

Student Activism ... 03:50...27:35
Brandeis University students go on the road to learn about social activism.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: U.S. Energy Crunch

1. What area of the Gulf of Mexico is President George Bush planning to open for oil drilling? Why is this plan controversial? How and why has this plan been modified from its original proposal? Who stands to benefit from the proposed oil drilling? What obstacles does Bush face in getting his plan approved?

2. Point out that the proposed drilling would take place in an area of the Gulf of Mexico known as Lease Sale 181. What do students think about the plan to open this area to oil production? Have students work in groups to research the different sides of this issue.
   1. Then divide the class into several groups each representing one of the following interests: Congressional committee members, environmentalists, consumer advocates, representatives of Florida's fishing and tourism industries, and oil company executives.
   2. Hold a mock hearing before the congressional representatives in which each of the other five groups testifies. Have each of the five groups lead with an opening statement and then answer questions from the representatives about its position on the issue.
   3. At the end of the hearing, have the committee render its recommendation to the full Congress by taking a roll call vote of its members. Have each member state the rationale for his/her vote.

   Conclude with a discussion of the different issues and interests at stake.

3. What is the current average price per gallon for gasoline in the U.S.? By how much has the price of regular gasoline decreased since mid-May? Why do some consumer advocates feel that the price of gas is still too high?

4. How has the oil refinery business changed over the last 30 years? Why have many American refineries closed in recent years? How do oil refineries benefit from increasing gasoline prices? Why do some industry insiders believe that the price of gas will eventually decrease?

5. What factors affect gas prices? Divide the class into small groups. Challenge each to conduct research to determine the factors that influence the price of gas. Have each group share its findings. Discuss to what extent the U.S. government, OPEC, the oil companies, and the forces of supply and demand impact each of those factors.

   EXTENSION: Check out the following CNNfyi.com Web site for a lesson plan on the controversy surrounding gas drilling in Wyoming:
   http://www.cnn.com/2001/fyi/lesson.plans/06/13/gas.drilling/index.html

LINKS:
http://cnn.com/2001/ALLPOLITICS/07/02/offshoredrilling.ap/index.html
http://www.gomr.mms.gov/
http://www.oilprices.com/
http://consumerinfo.about.com/money/consumerinfo/library/blgas.htm?iam=dpile&terms=%2Bgas+%2B
http://tonto.eia.doe.gov/oog/info/gdu/gasdiesel.asp
http://www.opec.org/

In the Headlines: Milosevic War Crimes

1. Who is Slobodan Milosevic? When and why was he sent to The Hague? With what crimes has Milosevic been charged? How do Yugoslav citizens feel about Milosevic being tried by the U.N. war crimes tribunal?

2. Why do you think Milosevic does not recognize the jurisdiction of the U.N. war crimes tribunal? Why is he rejecting legal counsel? What is his defense argument? Based on the information presented in the video, how would you describe Milosevic's legal/political strategy? Give an example. Do you think it has merit? Why or why not? Who is Milosevic trying to sway? Do you think if Milosevic generates political fervor or support within the international community it will influence the opinion of the court? Discuss.

3. TEACHERS: For an activity on the extradition of Slobodan Milosevic, check out yesterday's Daily Guide at:
http://turnerlearning.com/newsroom/archive/0701/NR070201.html

   Also, for a related CNNfyi.com lesson plan, go to:
http://fyi.cnn.com/2001/fyi/lesson.plans/06/29/milosevic/index.html.

LINKS:
http://www.cnn.com/2001/WORLD/europe/07/02/milosevic.trial/index.html
http://www.cnn.com/2001/WORLD/europe/06/28/milosevic.court/index.html
http://europe.cnn.com/2001/WORLD/europe/06/28/tribunal.keyfacts/index.html
http://www.un.org/icty/
http://www.cnn.com/SPECIALS/2000/yugo.crisis/index.htm
http://www.cnn.com/SPECIALS/2000/kosovo/

EDITOR'S NOTE:
Gulf of Mexico
offshore oil drilling
gas prices
supply and demand
economics
Slobodan Milosevic
U.N. war crimes tribunal
politics

DAILY DESK

Health Desk: Cops in School

1. How many U.S. students ages 5-17 were expelled for bringing guns to school during the 1997-98 academic year? How many police officers have been stationed in U.S. schools since 1998? What organization administers the COPS in Schools Program? What is the goal and philosophy of this program? Why is this program controversial?

2. How might feeling unsafe at school affect a student's education? Do you feel safe at your school? Why or why not? What measures are being taken to keep your school safe? How do you feel about these measures? Are you willing to give up some personal freedoms to feel safer in your school environment? Why or why not?

3. Do you think placing more police in schools is a remedy for school violence? Discuss. If police are present at your school, have students share their thoughts and feelings about having officers on campus. Have the police made your school a safer place? What, if anything, could students do to support the efforts of on-campus officers?

4. Ask students: What can students do to promote a safe, nonviolent school community? What is a bystander? Give examples of how a bystander can influence the outcome of a conflict or a potentially volatile situation. What do you think students should do if they know of someone who is talking about hurting himself/herself or others? After the discussion, direct students to the websites below, and other resources, to learn more about violence prevention strategies. As a class, develop a safety contract or plan that students can follow to help prevent violence from occurring in their classroom and school.

5. TEACHERS: For an online article and lesson plan related to this topic, visit the following CNNfyi.com Web site: http://www.cnn.com/2001/fyi/news/07/02/cops.in.schools/index.html

LINKS:
http://www.usdoj.gov/cops/news_info/bg_info/bg_faq.htm
http://www.ncsu.edu/cpsv/special_feat.html
http://nces.ed.gov/pubs98/violence/98030011.html
http://www.lalc.k12.ca.us/essay/7_24/schvioldigest.html

EDITOR'S NOTE:
police
COPS in Schools Program
violence prevention
school safety

WORLDVIEW

Information Please: Russia Street Kids

1. How many children are believed to be homeless in Russia? How have local Russian authorities responded to this problem? Why do you think many of Russia's homeless children are treated with such disdain by local authorities?

2. How would you describe the conditions under which Russia's homeless children live? Who is Christina Greenberg? What is she doing to help these children?

3. Why do you think an increasing number of Russian parents are abandoning/neglecting their children? Refer students to the links below and other resources to learn about the underlying political and economic factors that have contributed to this social problem. Have students consider the extent to which the political transition of the former Soviet Union contributed to the increase in disenfranchised Russian families and homeless children. After students present their findings, ask: What interventions do you think would help to prevent Russian children from becoming homeless? Do you think the international community should be involved in addressing Russia's child welfare issues? Why or why not? Are there similarities between Russia's social problems and social problems in your community or country? Explain.

4. In the video, we learn about Christina Greenberg's efforts towards improving the quality of life for some of Russia's children. What basic freedoms and rights do students think all children should be able to enjoy? Direct students to the last website below for a summary of the United Nations' Convention on the Rights of the Child. Have students read the summary and discuss what steps governments should take to guarantee these rights.

5. TEACHERS: You can access a CNNfyi.com article about Russia's homeless children at: http://www.cnn.com/2001/fyi/news/07/02/russian.kids/index.html.

LINKS:
http://cnn.com/2001/WORLD/europe/05/21/harrigan.kids/index.html
http://wbln0018.worldbank.org/External/Urban/UrbanDev.nsf/Urban+Development/6CB96CC8597476B
http://www.unicef.org/voy/meeting/rig/convsum.html

Political Front: Russia Army Hazing

1. What is hazing? What type of hazing is taking place in Russia's military? How many Russian conscripts are killed each year as a result of hazing? Why did the former conscript interviewed in the video wish to remain anonymous? How have military officials and the Russian government responded to the hazing problem?

2. Why do you think hazing is often psychologically damaging? What types of measures are in place to protect conscripts from hazing? Why do you think that the practice continues in spite of these rules? Should the international community address this problem? Why or why not? If so, how?

3. Challenge students to think of other examples of settings where hazing is practiced. Then, inform students that one university study defines hazing as "activities that humiliate, degrade, abuse or endanger participants." Following this definition, ask students to consider what they would or would not allow others to do to them in order to be accepted by a group. If necessary, direct students to the last link below to learn more about hazing. Discuss the choices each individual must make as he/she tries to gain entrance into a group. How does one gain acceptance without giving up his/her identity? How far should one go to gain acceptance and approval from others? Ask students: If you were a Russian conscript, what would you do to protect yourself and other new recruits from being hazed? Have students write journal entries explaining their responses.

LINKS:
http://www.cdi.org/russia/
http://www.rferl.org/nca/features/1998/10/F.RU.981015132153.html
http://www.stophazing.org/

Divine Guidance: Russia Synagogue

1. What parts of Moscow's main synagogue were recently restored? Why was this event historically, socially, and politically significant? Why have many members of Moscow's Jewish community left Russia during the last century?

2. Refer groups of students to the last three links below to learn about the history of Jews in Russia, and why the restoration of the synagogue's dome and gilded Star of David represents a "symbolic renaissance" for Russia's Jewish community. Pose the following questions to guide students' research:
   - What contributions did the Jews make to Russia?
   - What is anti-Semitism?
   - How and why were Jews persecuted during the years of totalitarian rule in Russia?
   - Have attitudes towards Jews in Russia changed since the Soviet era?
   - Why do Russian Jews continue to emigrate to other nations?

   After groups present their findings, ask students: If you were a member of Russia's Jewish community, what major concerns would you have at this time? Discuss.

LINKS:
http://www.trj.ru/news/rj_news.shtml?nd=697
http://news.bbc.co.uk/hi/english/world/monitoring/media_reports/newsid_1335000/1335632.stm
http://www.friends-partners.org/partners/beyond-the-pale/
http://www.khazaria.com/
http://www.fsumonitor.com/indices/Russia.shtml

EDITOR'S NOTE:
Siberia, Russia
homeless children
conscript
hazing
synagogue
anti-Semitism

NEWS CHRONICLE

Student Activism

1. Which American "hot spots" did the students from Brandeis University visit? What lessons did these student activists learn from their travel experience? What inspired assistant professor David Cunningham to develop the student activism course?

2. What is "activism"? What types of activism are mentioned in the video? Can you think of other examples? Explain. Facilitate a discussion about how these forms of activism can lead to social change.

3. Protesting has always been a part of the American culture, from the Boston Tea Party in the days of Colonial America, to the sit-ins of the 1960s, to the rallies and protests occurring today. Lead a class brainstorming session to generate a list of ways that people protest. Some examples of protesting might include boycotts, letter-writing campaigns, rallies, sit-ins, marches, candlelight vigils, and voting. Write the class list on the board. Next, have students consult the media and the Internet to locate issues that interest them. Have each student choose one issue about which he/she has a strong opinion. Direct each student to prepare a paper or an oral report about the method of protest that would be most effective in impacting public policy on the issue, and why.

4. TEACHERS: For additional activities and information related to student activism, check out the following two CNNfyi.com Web sites:
http://www.cnn.com/2000/fyi/sb/04/13/student.activism/

http://www.cnn.com/2001/fyi/lesson.plans/05/18/environmental.movement/index.html

LINKS:
http://www.brandeis.edu/
http://www.amercris.org/
http://www.protest.net/
http://www.rockinwoman.com/protest.html
http://tlc.ai.org/rights.htm

EDITOR'S NOTE:
Brandeis University
student activist
social activism
protest

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CNN NEWSROOM Guide

July 05, 2001

Teachers: If you are on our e-mailing list and do not want to receive the Guide over the summer, please address a blank e-mail *from the account that receives the e-mail Guide* to: cnrguide-nomail@lists.turner.com
You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription on Aug. 13th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:25...00:55

Top Story ... 05:00...05:55
-President Bush celebrates Independence Day in Philadelphia.
-CNN's Bruce Morton reports on the true meaning of the Declaration of Independence.

In the Headlines ... 01:00...06:55
-America's Navy surveillance plane returns to the U.S.
-Slobodan Milosevic plans to accept legal counsel.

In the Headlines ... 02:25...09:20
A Cuban doctor is reunited with his children in Miami.

DAILY DESK ... 00:20...09:40

Science Desk ... 02:50...12:30
An inventor devises a combination mode of transportation.

Science Desk Extra: Artificial Heart ... 01:55...14:25
A human patient recieves the first totally implantable artificial heart.

Turner Website Information ... 00:45...15:10
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:25...15:35

Taking Care of Business ... 04:25...20:00
Twelve European nations prepare to implement the euro.

Culture Watch ... 03:45...23:45
The Crazy Horse Memorial is the largest sculpture in the world.

NEWS CHRONICLE ... 00:20...24:05

George Washington's Trees ... 02:25...26:30
Clones of Champion Trees will be planted at Mount Vernon.

America's Anniversary ... 01:00...27:30
America celebrates 225 years of independence.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: U.S. Independence Day

1. How old is the U.S.? How do Americans traditionally celebrate Independence Day? How did President George Bush spend the holiday? From which group of voters is the GOP most estranged? Why do you think this is so? Do you think the time Bush spent in Philadelphia will strengthen ties between black voters and the GOP? Why or why not? Why do you think Philadelphia's democratic mayor John Street approved of Bush's visit?

2. Why is it important for a U.S. president to have a positive public image? What type of image do you think a U.S. president should convey? Why? How has Bush's public image changed since he assumed office? What is your impression of Bush? What, if anything, should he do to improve the public's perception of him?

3. What initiative did Bush promote while in Philadelphia? Why is this initiative controversial? Direct students to the last three links below to learn more about the president's faith-based initiative. Have students share their findings and consider the pros and cons of the plan and its political ramifications.

4. What is the Declaration of Independence? When was it adopted? Direct students to the third link below to review a copy of the Declaration. Then remind students that, according to the video, "Through the decades the document has served as a reminder of American values." Have students discuss the meaning of this statement. What "American values" does the Declaration of Independence promote? Challenge students to think of times in American history when these values have been put to the test. How has the Declaration influenced the evolution of America?

5. What evidence suggests that the world is becoming more interdependent? Which nations are currently seeking independence? How have the process and risks associated with becoming an independent nation changed during the last 225 years?

6. Why is the Declaration of Independence significant throughout the world? Last year, during an auction of a rare 1776 printing of the Declaration of Independence (which sold for $8.1 million), Sotheby's Vice Chairman David Redden said that the Declaration "is the cornerstone document in the history of world freedom." Ask students to discuss the meaning of Redden's statement, and to identify examples of how the Declaration has influenced other nations.

   EXTENSION: Visit the following HighWired.com site to learn about the intellectual background of the Declaration of Independence:
   http://www.highwired.com/Classroom/Project/0,2069,23713-87529,00.html

   Also, for a CNNfyi.com article and lesson plan about the role of President John Adams in the creation of the Declaration of Independence, go to:
   http://fyi.cnn.com/2001/fyi/news/07/03/john.adams/index.html

LINKS:
http://www.cnn.com/SPECIALS/2001/july4
http://www.cnn.com/2001/US/07/04/Fourth.wrap/index.html
http://www.nara.gov/exhall/charters/declaration/declaration.html
http://www.history.org/
http://www.phillyfriend.com/history2.htm
http://www.whitehouse.gov/news/reports/faithbased.html
http://www.au.org/faithbased.htm

In the Headlines: U.S.-Cuba Reunion

1. Who is Leonel Cordova Rodriguez? What did he do last year that captured the world's attention? Why was the reunion between Dr. Cordova Rodriguez and his children bittersweet?

2. Have students share what they know about the status of relations between the U.S. and Cuba, and the history of the Elian Gonzalez case. Why did the Cuban government okay the children's departure to the U.S. so quickly? How do you think moving to the U.S. will affect the children and their Cuban relatives? Do you agree with the Cuban government's decision? Why or why not? Why was the Cuban government's decision politically significant? Do you think this case will affect relations between the U.S. and Cuba? Explain.

3. Inform students that, after Dr. Cordova Rodriguez defected, he was granted political refugee status in the U.S. Then, have students work in groups to learn more about political asylum and the conditions under which a person may seek it in the U.S. Share student findings. Invite an attorney who specializes in immigration law to explain the concept of political asylum to the class.

LINKS:
http://64.21.33.164/CNews/y00/ago00/09e6.htm
http://cnews.tribune.com/news/tribune/story/0,1235,tribune-nation-67583,00.html
http://www.nocastro.com/archives/drzimbw1.htm
http://www.ins.usdoj.gov/graphics/index.htm
http://www.ins.usdoj.gov/graphics/AsylumHDI.htm

EDITOR'S NOTE:
Independence Day
Philadelphia
public image
Declaration of Independence
U.S.-Cuba relations
Leonel Cordova Rodriguez
asylum
defect

DAILY DESK

Science Desk: Monorail Car

1. Who is Palle Jensen? What inspired him to design the RUF? What does "Ruf" mean in Danish? What is it an acronym for in English? What do you think are some other possibilities for acronyms for RUF? How are RUF vehicles different from other battery-powered vehicles? Why is it important for people to be able to use the car on and off the monorail?

2. Why do you think corporations are sponsoring the RUF? What is the determining factor of which city premiers RUFs? What are some advantages of RUFs? What do you think are some disadvantages of RUFs?

3. In the video, Jensen says that he hopes his city of Copenhagen is first to use the monorail car system; however, he also mentions Mexico City or Seattle as possible sites. Divide the students into three groups. Instruct each group to research the geography, infrastructure (including current transportation systems) and demographics for one of these three cities. Direct each group to present a recommendation for or against its city's implementation of the monorail car system. Instruct students to include both the benefits and the drawbacks that the monorail car system will have on their assigned city. After all of the groups have presented their recommendations, poll students to determine which city they think the monorail car system would benefit the most.

LINKS:
http://www.ruf.dk/
http://www.monorails.org
http://faculty.washington.edu/~jbs/itrans/
http://www.public.usit.net/jaybones/monorail.html
http://europe.cnn.com/2001/TECH/science/03/09/ruf.car/
http://www.fhwa.dot.gov/reports/movingahead.htm

Science Desk Extra: Artificial Heart

1. What is the AbioCor? How does it work? Who is it designed for? What major obstacles must all artificial devices address? How does the AbioCor compare to the artificial hearts used in the 1980s? According to Dr. Mehmet Oz, what expectations should the public have about the AbioCor? Why would the success of the AbioCor be a significant medical breakthrough?

2. By what process does equipment such as the AbioCor become approved for use in the U.S.? Refer student groups to the last Web site below to research the legal and procedural steps necessary for doctors and researchers to gain approval from the U.S. Food and Drug Administration for a procedure, drug, or piece of medical equipment. After students present their findings, ask: In your opinion, is this approval procedure a necessary public safeguard or a hindrance to the implementation of life saving care? Discuss.

3. Divide your class into five groups and assign each group one of the these body systems: circulatory system, respiratory system, digestive system, excretory system, and muscular system. Direct groups to conduct research into diseases and injuries that affect these body systems and identify how they can be supported artificially. Pose the following questions to guide students' research:
   1. What mechanical devices, if any, support the systems, and how do they work?
   2. What types of systems currently cannot be supported artificially?
   3. How portable are the artificial systems?

   Have students create illustrations of the devices and share their information with the class. Following the presentations, compile your students' findings and submit them to your school's library and science department.

4. TEACHERS: For more activities and information on the new artificial heart, visit the following Riverdeep.net Web site:
   http://www.riverdeep.net/teaching_the_news/news_2001/march/032901_heart.jhtml

   You can also access a related CNNfyi.com article and lesson plan at:
   http://fyi.cnn.com/2001/fyi/news/07/04/artificial.heart/index.html

LINKS:
http://www.cnn.com/2001/HEALTH/07/04/artificial.heart/index.html
http://www.heartpioneers.com/
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/249920?op1=&st1=Body+System&op2=&
http://www.harcourt.com/dictionary/
http://www.fda.gov/

EDITOR'S NOTE:
monorail
RUF
Copenhagen, Denmark
AbioCor
artificial heart
FDA

WORLDVIEW

Taking Care of Business: Euro Currency

1. What is the name of the new European currency? How many European countries are switching to the euro? Locate these countries on a map. Why do you think the euro is being introduced electronically first? When will euro coins and paper currency enter circulation?

2. What is being done to prevent businesses from "rounding up" their prices as euro banknotes are phased into circulation? Why are business owners that deal in luxury goods and real estate agents expected to do well during the next few months? According to the video, what are some advantages of the euro? What do you think are some disadvantages? Why do you think Denmark, the United Kingdom and Sweden are choosing not to use the euro?

3. Divide your class into 12 groups, each representing one of the 12 member nations of the European Monetary Union (EMU) that are participating in the common currency. These European nations include: Belgium, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, The Netherlands, Austria, Portugal, and Finland. First, have each group refer to the third Web site below to create a chart depicting the value of its currency against the value of the U.S. dollar (on a quarterly basis) during the last five years. Then, refer students to the fourth Web site to investigate global factors responsible for currency rate fluctuations. Have students present their findings. As a class, discuss the following: Why does the value of currency fluctuate? What makes a currency strong? Why might the euro be a stronger European currency than the individual currencies being used by EMU nations? How might the euro strengthen the economy of EMU nations? What potential economic and political risks are associated with instituting the euro?

LINKS:
http://europa.eu.int/euro/html/home5.html?lang=5
http://europa.eu.int/
http://www.oanda.com/converter/classic
http://www.ex.ac.uk/~RDavies/arian/llyfr.html

Culture Watch: Crazy Horse Memorial

1. What is the largest sculpture on the planet? Where is it located? Who does this sculpture/monument commemorate? Who was Korczak Ziolkowski? Describe the evolution of this project and what is left to be done. Based upon the information in the video, how do you think Ziolkowski would feel about the project at this point in time?

2. In the video, we learn that, like Mount Rushmore, the Crazy Horse Monument "celebrates" America. What aspects of America does the Crazy Horse Monument celebrate? Inform students that Chief Crazy Horse was a "visionary leader committed to preserving the traditions and values of the Lakota way of life." Have students research the life and times of Crazy Horse, and the expansion of America's West, from the perspective of the Lakota Indians. Ask students to identify how the Lakota were affected by westward expansion, and the role of Crazy Horse in preventing American encroachment on Lakota lands. After students share their information, ask: In what way

do the life and death of Crazy Horse parallel the tragic history of Native Americans since the beginning of westward expansion? Why is the Crazy Horse Monument culturally, historically, and politically significant?

EXTENSION: Instruct each student to draw upon his/her research to write a dedication for the opening ceremony of the completed Crazy Horse Monument.

LINKS:
http://www.crazyhorse.org/
http://www.indians.org/welker/crazyhor.htm
http://www.pbs.org/weta/thewest/people/a_c/crazyhorse.htm

EDITOR'S NOTE:
Chief Crazy Horse
Lakota Indians
monument
the euro
European Monetary Union
currency

NEWS CHRONICLE

George Washington's Trees

1. Who was George Washington? Why is Mount Vernon historic? Where is Mount Vernon located? Why are the woods at Mount Vernon disappearing? How many of Washington's trees remain? What major reforestation project is taking place at this site?

2. Describe the process of tree cloning. What are the similarities and differences between cloning trees and cloning animals? What are the pros and cons of cloning trees?

3. Ask students: Why is this project scientifically and historically important? Point out that both the Champion Tree Project and the National Tree Trust are nonprofit organizations. According to Dean Norton, horticulturist for Mount Vernon, "Only $150,000 has been raised for the (Mount Vernon) project from private donors, about one-fourth of the total needed for its completion." Refer groups of students to the last two links below to learn more about these organizations, the Mount Vernon reforestation project, and why trees are ecologically important. Then have each group draw upon its research to develop a fund raising strategy for the Mount Vernon reforestation project. Direct students to create posters, brochures, or PSAs to illustrate their ideas.

LINKS:
http://www.mountvernon.org/
http://politics.yahoo.com/politics/features/us_newswire/20015/0525-139.html
http://www.championtrees.org/
http://www.nationaltreetrust.org/

EDITOR'S NOTE:
George Washington
Mount Vernon
cloning
Champion Tree Project
horticulture
nonprofit organization

CNN NEWSROOM Guide

July 06, 2001

Teachers: If you are on our e-mailing list and do not want to receive the Guide over the summer, please address a blank e-mail *from the account that receives the e-mail Guide* to:
cnrguide-nomail@lists.turner.com
You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription
on Aug. 13th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:20...00:50

Top Story ... 02:25...03:15
President Bush nominates Robert Mueller as the new director of the FBI.

In the Headlines ... 02:30...05:45
The unmanned Global Hawk may be an ideal spy plane.

In the Headlines ... 03:40...09:25
A 20-year-old whiz kid develops a song recognition system for Napster.

DAILY DESK ... 00:15...09:40

Editor's Desk ... 02:50...12:30
Contest entries create futuristic visions of the White House.

Editor's Desk Extra: Cave Art ... 01:50...14:20
Prehistoric engravings have been found in a cave near Cussac, France.

WORLDVIEW ... 00:20...14:40

Artistry in Action ... 03:20...18:00
Despite lean economic times, one Filipino restaurant is thriving.

Inside Asia ... 03:15...21:15
A new initiative provides free Internet access to slum children in New Delhi.

World of Science ... 02:30...23:45
One children's rehab center in Argentina is taking a digital approach to learning.

NEWS CHRONICLE ... 00:15...24:00

Special Series ... 03:35...27:35
More young rodeo riders are taking up bull riding.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Mueller Nomination

1. What recent incidents have caused people to question the competence of the U.S. Federal Bureau of Investigation (FBI)? Who has President George W. Bush nominated for director of the FBI? What is the status of Robert Mueller's nomination?

2. Point out that Mueller has been described as "a no-nonsense manager with an ability to get along with both major political parties." Why is it important for the FBI director to have bipartisan support? Discuss.

3. Remind students that, if confirmed by the Senate, Mueller will fill a 10-year term as the sixth director of the nation's top law enforcement agency. Have students research the responsibilities of the FBI director, Mueller's background, his positions on key national issues related to the post, and how his views compare to those of President Bush. After students present their information, ask: What should be Mueller's priorities if he is confirmed? What political factors might influence his agenda? Do you think Mueller should be confirmed? Why or why not?

4. Direct your students to the last two links below to learn more about the presidential appointment process. After they review the information, ask them why they think this process is so involved, and why these steps are necessary.

LINKS:
http://www.cnn.com/2001/LAW/07/05/fbi.director/index.html
http://www.cnn.com/2001/LAW/07/05/mueller.profile/
http://www.senate.gov/
http://www.appointee.brookings.org/resourcecenter/resourcecenter.htm
http://www.appointee.brookings.org/resourcecenter/overview_appointments_process.htm

In the Headlines: Unmanned Spy Plane

1. What is the Global Hawk? Why do many consider it to be an ideal spy plane? How much money is the Bush administration allocating for the purchase of Global Hawks? What event spurred President Bush to purchase these planes?

2. According to the video, what advantages do spy planes have over spy satellites? Refer students to the Web sites below to learn more about America's use of satellite reconnaissance systems and reconnaissance planes during the last 45 years. Discuss: How and why have these satellites and planes been used? What are the pros and cons of each? Does reconnaissance make the world a safer place? Do you support Bush's decision to spend $300 million on the purchase of Global Hawks? Why or why not?

LINKS:
http://www.cnn.com/2001/TECH/science/04/24/global.hawk.af/index.html
http://turnerlearning.com../cnn/coldwar/spies/spys_ttl.html
http://encarta.msn.com/index/conciseindex/0A/00AB2000.htm
http://www.nro.gov/
http://www.latimes.com/news/state/updates/lat_spysat010318.htm
http://www.aerospaceweb.org/aircraft/recon/index.shtml

http://www.dsto.defence.gov.au/globalhawk/home.html

In the Headlines: Napster Fingerprint Software

1. Have students share what they know about Napster and the history of the Napster case. How has Napster's business model changed as a result of a U.S. court's ruling? Who is Sean Ward? What technology did he develop that is being used by Napster? Why is Napster using this technology?

2. One function of the new fingerprint software is that it creates profiles of the songs customers like. Inform students that this process is a type of "customer profiling." Challenge students to think of other examples of customer profiling. Then ask: How do companies and consumers benefit from customer profiling? Have you ever been profiled? If so, what did you think of the experience? Do you think Napster's decision to profile its customers will impact people's decision to use Napster?

3. TEACHERS: For an in-depth activity on the Napster controversy, check out the following HighWired.com classroom project:
http://www.highwired.com/Classroom/Project/0,2069,23713-68177,00.html

   Also, to have your students learn more about the music industry's position concerning digital downloads, use the following HighWired.com classroom project:
http://www.highwired.com/Classroom/Project/0,2069,23713-68146,00.html

LINKS:
http://www.cnn.com/2001/TECH/internet/07/05/napster.fingerprint/index.html
http://www.napster.com/

EDITOR'S NOTE:
Robert Mueller
FBI
Senate confirmation
Global Hawk
spy plane
satellite reconnaissance
Napster
customer profiling

DAILY DESK

Editor's Desk: White House Contest

1. What is "Dwell," and what kind of contest did it run? Describe the entries. Which won? Of those shown, which would you choose for the winner, and why? What do you think was the purpose of the contest?

2. Direct students to online Web sites to learn about the rooms and resources in the real White House in Washington, D.C. After they locate this information, hold a discussion in which they consider what they believe the current White House could use to update it and what, if anything, could be removed. Remind them to consider the historical value of anything they might choose to discard.

3. What is the importance of the residence of a nation's leader? Have students consider why countries provide a residence for their leaders and what that residence ought to symbolize. Would the residence differ, in terms of appearance, size, and opulence, depending on the kind of government by which the country operates? Students can find information on several state houses and consider how the government is or is not reflected by the leader's residence.

4. Challenge students to hold their own contest to redesign the White House. Ask them to explain why

they include the design features that they choose. You might want to determine numerous award categories, such as Most Plausible, Most Futuristic, Most Suitable for the Current President, Most Photogenic, etc.

LINKS:
http://www.whitehouse.gov/
http://www.canajun.com/ottawa/tourism/pictures/intro/24sussex.htm
http://www.tel-consult.co.uk/profiles/Irish-Res.htm
http://www.dwellmag.com/012001/wh_contest.html
http://www.dwellmag.com/
http://www.office.com/global/0,2724,52-22063,FF.html

Editor's Desk Extra: Cave Art

1. What discovery was made last year in a cave near Cussac, France? What is unique about the art found in the Cussac cave? Why has the public been barred from entering the cave? What process are archeologists using to date the cave's engravings and skeletons? What kind of information might researchers glean by studying these artifacts?

2. Refer students to the links below, and other resources, to learn more about cave art that has been found in France. Challenge students to recreate some of these discoveries using drawings or models. Ask students to investigate why these discoveries are significant, and what they reveal about prehistoric times. Have students share their information with the class.

LINKS:
http://www.time.com/time/magazine/archive/1995/950130/950130.archaeology.html
http://www.culture.gouv.fr/culture/arcnat/chauvet/en/

EDITOR'S NOTE:
Dwell magazine
White House
Rubik's Cube
cantilevered
Cussac, France
cave
prehistoric art
engravings

WORLDVIEW

Artistry in Action: Philippines Aqua Ballet

1. Where is the Guilin restaurant located? Why is this restaurant so popular? How are the Aqua Belles different from synchronized swimmers? Do you think this restaurant would do well in your country? Why or why not?

2. Direct students to the links below to learn more about the political and economic status of the Philippines, and why the nation is in crisis. How is this crisis impacting Filipino businesses and consumers? Why do you think the Guilin restaurant is thriving despite the nation's economic and political difficulties?

3. Point out that the Aqua Belles are being used by the restaurant as a type of promotional strategy. Challenge students to think of other types of business-related promotions. To what extent do you think promotions are important to the success of a business? Discuss.

4. In this segment we learn that, despite lean economic times in the Philippines, the Guilin restaurant

is thriving. Ask students to find out more about businesses that endure tough economic times, and how they survive. Working in groups, have students consult the Internet and local business owners to learn how businesses adapt and cut costs to survive. Share group findings. Discuss: What is overhead? What costs constitute overhead? In lean economic times, what costs are the first to be cut, and why?

LINKS:
http://www.time.com/time/pacific/magazine/20010604/ta.html
http://asia.dailynews.yahoo.com/headlines/regional/philippines.html
http://www.mediamergers.com/article3.html

Inside Asia: Hole in the Wall

1. Who is Sugata Mitra? Of what project is he the founder? What were the Kalkaji slum children able to do? Are you surprised by the findings of the "hole in the wall" experiment? Discuss.

2. Inform students that the approximately 1,200 slum clusters exist within the area of New Delhi. Refer students to multimedia resources to learn more about these slums and the problems that children living in the slums encounter, such as poverty, illiteracy, and lack of hygiene. After students share their findings, have them consider the long-term consequences of these problems for both the slum children and Indian society.

3. Point out that in India, like many other parts of the world, computers are restricted to wealthier members in more affluent metropolitan areas. To what extent do you think this dynamic contributes to societal inequities in India? Discuss.

   Why are the "hole in the wall" experiment's findings socially significant? In a recent interview, Sugata Mitra stated that, "If we built 100,000 kiosks...and kept them running for five years...In that time, assuming 200 children learn from each kiosk each year, 100 million children would become computer literate....The 13 year-olds of today would be 18. They would vote. I think we would have irreversible social change in India." What does Mitra mean? Do you think the "hole in the wall" project can break down the poverty barrier for slum children in Kalkaji and other New Delhi slums? Why or why not? Have students consider economic and cultural factors, including India's caste system, that might impact the success of Mitra's project. How might this project affect the "digital divide" that exists in India?

LINKS:
http://www.niit.com/Press%20Article/Article87.htm
http://www.niit.com/Press131.htm
http://www.asha-india.org/slumsreality.asp

World of Science: Classroom Connection

1. What type of physical difficulties do children at the rehabilitation center in Argentina have? What kinds of technology does the center use to help students communicate and learn? How do you think the quality of these students' lives is affected by the high-tech tools?

2. Do you, or does someone you know, make use of any assistive technology? If so, describe the technology and how it enhances the life of the person using it. If possible, invite someone who either uses assistive technology or markets or develops it to demonstrate the technology for your class.

3. What type of position does Bernardita Cardenas hold at the rehabilitation center? Refer students to multimedia resources to learn more about the profession of occupational therapy (OT). Instruct students to identify the eduction and training required, the types of work, job settings, and the

salary ranges for different OT positions. Have students compile their information, and create a reference guide for your school's guidance center or library.

4. Challenge students to investigate additional technological advances that have impacted the lives of the learning and physically disabled. Divide your class into small groups. Have each group:
   - Research a technological innovation and describe how that innovation has improved the lives of disabled persons.
   - Explain how the science behind the technological innovation works.
   - Explain the social significance of the use of the innovation.

   Have each group give an oral presentation of its findings. Lead students in a discussion of the financial feasibility of the innovations they researched, and assess whether they would be affordable for the common household.

   EXTENSION: For additional materials on technology and the disabled, check out Riverdeep.net's "Restoring Sight to the Blind": http://www.riverdeep.net/teaching_the_news/news_2000/jan/front.280100.blind1.jhtml

LINKS:
http://www.abilityhub.com/
http://cnn.com/2001/TECH/ptech/06/21/government.accessibility.idg/index.html
http://www.aota.org/

EDITOR'S NOTE:
Philippines
Aqua Belles
promotional strategy
New Delhi, India
slum children
occupational therapy
assistive technology
disability

NEWS CHRONICLE

Special Series: Border to Border

1. In what sport does Shannon compete? What are the two most dangerous rodeo events? Why do you think young rodeo riders are choosing to compete in these events? Would you be interested in joining the rodeo? Why or why not? Do you think this sport will continue to grow? Discuss.

2. What are the origins of the rodeo? Have students work in groups to research background information on the rodeo and share their findings. Pose the following questions to guide students' research:
   1. How did different rodeo events originate?
   2. What characteristics of the old American cowboy are embodied in the rodeo?
   3. Why is the rodeo considered a sport?
   4. What costs are involved?
   5. What skills and attributes must rodeo riders have?
   6. What are the potential emotional and financial benefits for rodeo riders?

   Have students share their research and discuss how the modern day rodeo is a remaining legacy of the Old West culture.

3. TEACHERS: Have students visit the following CNNfyi.com Web site to follow Jason Bellini's trek across the western U.S.:
   http://fyi.cnn.com/2001/fyi/news/06/22/border.to.border/

LINKS:
http://home1.gte.net/ajra/index.htm
http://www.nhsra.org/
http://www.collegerodeo.com/

EDITOR'S NOTE:
rodeo
bull riding
cowboy
Santa Fe, New Mexico

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

July 09, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:30...01:10

Top Story ... 03:10...04:20
Beijing waits for a decision on its bid to host the 2008 Olympics.

Olympic Upheaval ... 03:40...08:00
The International Olympic Committee has faced controversy in the past.

DAILY DESK ... 00:30...08:30

Environment Desk ... 02:30...11:00
Should gas drilling take place in Wyoming's Powder River Basin?

Environment Desk Extra: Power Glut? ... 03:30...14:30
U.S. power plants are coming online at a frantic pace.

WORLDVIEW ... 00:25...14:55

Divine Guidance ... 02:30...17:25
A new center offers a glimpse into the Catholic religion.

Inside North America ... 02:30...19:55
The Holy Land Experience opens to mixed reviews.

Wild Kingdom ... 04:00...23:55
A Texas reserve offers a safari-like experience.

NEWS CHRONICLE ... 00:30...24:25

Special Series ... 03:00...27:25
CNN NEWSROOM's Jason Bellini catches up with some kayakers.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Olympic Hopeful

1. Locate the city of Beijing on a world map. Of what country is Beijing the capital? What event does this city want to host? How has Beijing been promoting itself as a potential host for the 2008 Olympics?

2. Why is Beijing's Olympic bid surrounded by controversy? What kind of government does The People's Republic of China have? Who is Wei Jingsheng? How did he feel about Beijing's last bid to host the Olympic games? How does he feel today? Why? Why do he and others feel that giving Beijing the games would be condoning repression? Why do some Chinese believe that hosting the games could be a catalyst for reform in China?

3. In the video, we learn that many who oppose Beijing's Olympic bid do so on the basis of human rights violations they say are committed regularly in China. If these allegations are true, do you think they should be a factor in whether or not Beijing gets its bid? Explain. Some argue that the Olympics should be apolitical, or without a political agenda. Do you agree or disagree with this assertion? Explain.

4. Ask students what they think: Should Beijing be awarded the 2008 Olympics? Divide the class into small groups, and have each research the arguments both pro and con. Groups will want to examine the city of Beijing and its capacity to host a world event, as well as the human rights allegations against China, and whether these should be considered in the decision. After groups have time to examine their information and discuss the pros and cons among their members, direct each group to arrive at a consensus opinion and prepare a paper that offers the group's decision and rationale.

LINKS:
http://www.beijing-2008.org/xwzx/newyear-e.htm
http://www.cnn.com/2001/WORLD/asiapcf/east/02/20/china.ioc.ready.02/
http://news.bbc.co.uk/hi/english/world/asia-pacific/newsid_901000/901274.stm
http://www.findarticles.com/m1282/19_52/65805914/p1/article.jhtml
http://www.tibet.org/Activism/Action/2008.html
http://www.hrichina.org/

Olympic Upheaval

1. Who is Juan Antonio Samaranch? When did he assume his post as President of the International Olympic Committee? What misfortunes and fortunes have followed the Olympics since he came to power? What allegations led to the resignation or expulsion of 10 I.O.C. members in 1999?

2. How did Samaranch later describe the I.O.C. corruption scandal? What issue has the I.O.C. addressed with a measure of success? What did the Sydney games do for the Olympics' image? What issues remain for the I.O.C. to address?

3. Challenge your students to explore the tragedy and triumph associated with the Olympics since 1896. Divide the class into groups, and have each group select one or more Olympic games to research. What were the highlights and proud moments in these Olympics? What stories during these Olympics tarnished the image of the games and the I.O.C.? Have each group present its findings. Assist the class in creating a factual "Timeline of Olympic History," and save it as a classroom reference.

LINKS:
http://www.olympic.org/
http://www.olympic.org/ioc/e/org/ioc/bio/bio82_e.html

EDITOR'S NOTE:
Beijing
2008 Olympics

China
human rights
Tiananmen Square
repression
International Olympic Committee
Juan Antonio Samaranch

DAILY DESK

Environment Desk: Wyoming Gas Drilling

1. Locate Wyoming's Powder River Basin on a U.S. map. Why is the extraction of natural gas in the basin a controversial issue? How is gas drilling affecting the local landscape and the life of local ranchers? What "booms" has the Powder River Basin experienced in previous years? How did these booms impact the region?

2. Who is Ed Swartz? What problems is he having with the drilling company? How has the drilling affected his ranch? Who is Buck Brannaman? What is his "claim to fame"? How has gas drilling impacted his cattle operation? Why do many ranchers feel it is important for landowners to have mineral rights? What is the state's Department of Environmental Quality's position on gas drilling?

3. Direct pairs of students to research the process of gas drilling and how gas drilling has affected Wyoming environmentally and economically. Have each pair create a chart of the benefits and drawbacks of gas drilling. Then, instruct each student to draw upon his/her research to write a letter to Wyoming's governor from the perspective of a rancher or a drilling company representative about whether drilling for natural gas should take place in the Powder River Basin. After students share their letters, have them consider whether the economic gains of extracting natural gas outweigh the environmental costs.

4. Point out to your class that natural gas is one type of fossil fuel. Challenge students to identify other types of fossil fuels, such as oil and coal. Then, group students and assign each group a type of fossil fuel. Have groups prepare reports about where the fuel sources are located in the U.S., how these fuels are extracted, and the environmental impact of these processes.

5. TEACHERS: For a CNNfyi.com article on this topic, go to:
http://fyi.cnn.com/2001/fyi/news/06/13/wyoming.gas/

   Also, for additional discussion questions and activities related to the use of renewable and finite energies, visit the 4/23/01 Daily Guide at:
http://turnerlearning.com/newsroom/archive/0401/NR042301g.html

LINKS:
http://www.wy.blm.gov/minerals/minerals.html
http://www.usnews.com/usnews/issue/010312/energy.htm
http://www.cnn.com/2001/ALLPOLITICS/05/17/bush.energy.details/index.html

Environment Desk Extra: Power Glut?

1. On average, how many power plants are scheduled to come online in the U.S. every day this month? Why is this trend significant in U.S. history? What happened to power plant construction in the late 1990s? By how much will current construction increase total U.S. generating capacity?

2. Who is constructing most of the new power plants? Explain the "risk" these companies are undertaking. How should this competition impact consumers? Why do some argue that the U.S. power industry may be overbuilding? How are these new plants better for consumers and the environment? At the end of the video, we hear that the boom in new construction of power plants proves that "market forces are responding---powerfully." To what "market forces" is the reporter

referring? What do you think would happen to plans to build new power plants if demand for electricity sharply decreased? Do you think the industry is overbuilding, or meeting demand? Explain.

3. Challenge your class to create an energy profile of their community. Direct students to work in teams to determine:
   - the kinds of energy that power their school and homes;
   - the sources of these forms of energy;
   - how these forms of energy are generated;
   - whether these power sources are adequate for their community.

   Have teams share their findings. Consider whether there is new home and/or commercial construction in your area. Ask students: Do you think there is a local need for more power plants? If so, what challenges might power companies face in constructing those plants? If not, what does this say about your prediction for future demand for power in this area?

LINKS:
http://www.eia.doe.gov/
http://www.utilityconnection.com/

EDITOR'S NOTE:
Wyoming
natural gas
coal
uranium
power plant
capacity
generating
market forces

WORLDVIEW

Divine Guidance: Pope Museum

1. How did the idea for the Catholic center come about? Who is the current pope of the Catholic Church? How did Pope John Paul II respond to the idea of a papal library in the U.S.? What items from the pope can be found at the newly-opened center? Describe some of the other exhibits visitors would see there.

2. In what ways does the Catholic museum highlight other cultures and religions? Why is the Catholic Church taking this approach? Do you think inclusiveness is a positive or negative thing for the promotion of a religion? State your rationale.

3. Since his election as pope in 1978, John Paul II has become the most traveled pope in history. In fact, many historians believe his is now the most recognized face in the world. Many also credit him with a part in the fall of communism in Eastern Europe. Challenge your students to learn more about Pope John Paul II as both a spiritual leader and an agent of change in world history. Share students' findings. As a class, create a timeline of events and actions in the life of Pope John Paul II.

LINKS:
http://www.vatican.va/index.htm
http://www.catholic.net/RCC/POPE/Pope.html
http://www.zpub.com/un/pope/

Inside North America: Holy Land Theme Park

1. What is the Holy Land Experience? Who is its founder? In what religion did he grow up? What religion does he practice now? What is his occupation? What is the goal of his ministry?

2. Describe the Holy Land Experience. Why are some Jewish leaders disturbed by this park? How does Reverend Rosenthal respond to their concerns?

3. Generate a class discussion about this theme park and the reactions to it. Ask students whether they think religion is an appropriate subject for a theme park. Do they think Reverend Rosenthal will be able to reach people with this approach, or will it turn people off to his message? Do students agree or disagree with the Jewish leaders' protest? Discuss.

4. Ask students to consider their feelings about free speech, freedom of religion, and respect for the beliefs of others. To what extent, if any, do students think one should be free to interpret and portray religion? Have students write journal entries detailing their thoughts and what they would say in praise or opposition to Reverend Rosenthal if they had the chance to meet him.

LINKS:
http://themeparks.about.com/travel/themeparks/library/weekly/aa031201a.htm
http://www.channel3000.com/sh/news/stories/nat-news-44745620010205-160235.html
http://www.icflorida.com/news/2001/01/11/holy_land.html
http://news.bbc.co.uk/hi/english/world/americas/newsid_1154000/1154643.stm
http://news.crosswalk.com/religion/item/0%2C1875%2C322038%2C00.htm

Wild Kingdom: Fossil Rim Safari

1. What is the purpose of the Fossil Rim Wildlife Center? Where is it located? What type of animals can be found at Fossil Rim? What are some of the different reasons that animal species become endangered? How is the Fossil Rim Wildlife Center able to bring endangered species back from the edge of extinction?

2. Why is it important to preserve endangered species? Have students discuss the meaning of the following quote by Chief Seattle, which is found on the Fossil Rim Center Web site: "What is man without the beasts? If all the beasts were gone, men would die from a great loneliness of spirit. For whatever happens to the beasts, soon happens to man. All things are connected." Next, refer students to the links below to learn about the plight and status of different endangered species. Then, instruct students to draw upon their research to write essays that illustrate Chief Seattle's message. Have students share their essays and discuss.

LINKS:
http://cnn.com/2001/TRAVEL/DESTINATIONS/02/16/safari.sidebar/index.html
http://www.fossilrim.com/
http://www.panda.org/species/
http://www.conservation.org/
http://www.fund.org/home/

EDITOR'S NOTE:
Pope John Paul II
Roman Catholic
Holy Land Experience
theme park
Christian
Jewish
fossil
safari

NEWS CHRONICLE

Special Series: Border to Border: Kayaking Culture

1. What is kayaking? What favorite term do young kayakers apply to themselves? Why do they call themselves "new school"? Explain how some young people are re-inventing kayaking in their own style. Describe the kayaking culture that Jason experiences on his visit to Colorado. What is T.J.'s lifestyle like? How does he earn money? What does he plan to do with his savings?

2. Have you ever been kayaking? If so, describe the experience. Would you do it again? Why or why not? Do you participate in any other outdoor activities, such as camping, hiking, snowboarding, or skiing? If so, is there a culture that revolves around any of these activities? Explain.

3. Are there any other sports that you think your generation has re-invented? If so, what are they, and what makes your generation's approach "new school"? Describe some of the aspects of this sport that have changed, thanks to young competitors. How might future generations change what today's young sportsmen and sportswomen have done to the sport?

LINKS:
http://www.paddling.com/
http://swwhitewater.com/kayakc.html
http://www.aceadventurecenter.com/kayaking/kayaking.htm

EDITOR'S NOTE:
kayaking
"new school"
laid back
mainstream

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CNN NEWSROOM Guide

July 10, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:30...01:05

Top Story ... 04:30...05:35
Lawmakers and educators debate an increase in special education funding.

Top Story ... 02:35...08:10
Legislators rally support for their differing versions of campaign finance reform.

DAILY DESK ... 00:40...08:50

Health Desk ... 02:10...11:00
Six Massachusetts schools participate in a state-wide initiative to stop bullying.

Health Desk Extra: Hostile Hallways ... 02:40...13:40
A new survey indicates that sexual harassment continues in many schools.

WORLDVIEW ... 00:25...14:05

Political Front ... 02:55...17:00
Some Chinese believe their country's political climate is changing.

Culture Watch ... 02:30...19:30
Residents of Beijing learn English in hopes of hosting the 2008 Olympics.

Inside Asia ... 02:35...22:05
Beijing hosts a UNICEF conference on child rights.

Web Site Information ... 00:45...22:50
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:30...23:20

Our World ... 03:40...27:00
Summer camps offer teens a variety of activities.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Special Education Debate

1. What is IDEA? How many American children are currently served by this law? What benefits has it offered them? According to the video, why has the growth of IDEA caused problems?

2. How did IDEA initially impact the school system in Greenwich, Connecticut? What percent of the system's students were identified as "handicapped" under this statute? How did this cause tension among parents in Greenwich? According to an estimate by the Economic Policy Institute, how much of every new dollar raised for public schools is dedicated to special education? Why are a growing number of educators challenging IDEA?

3. Who is Chester Finn? What does he think of the current special education system? What evidence does he point to to support his claim that special education may not actually be effective? How did Greenwich Superintendent Roger Lulow and his school board change their special education system three years ago? Have these reforms been effective? Explain.

4. Ask students to research the special education programs that are available in their school district, the costs associated with these programs, the benefits they offer to students who need them, and any downsides of these programs. Share student findings in class discussion. Ask: If you were the congressional representative from this district, what evidence would you seek out as you determine your position on future funding for special education? How would you vote? Have each student write a position paper detailing his or her response.

LINKS:
http://www.ideapractices.org/
http://fyi.cnn.com/2001/fyi/teachers.ednews/07/09/special.education/index.html
http://www.ncpa.org/pi/edu/pd032699a.html
http://www.pacpub.com/new/news/6-30-00/specialed.html

Top Story: Campaign Finance Reform

1. Who is John McCain? What "reformer ghost" is he invoking as he rallies support for a House version of his campaign finance reform bill? Why does he think Teddy Roosevelt would be very disappointed today? What are House Republicans trying to pass instead? What unlikely alliances have they formed?

2. What is soft money? How is it used to benefit specific candidates? Which House bill banning soft money is supported by Senator McCain? Who is sponsoring the alternative? Explain the major differences between the Shays-Meehan Bill and the Ney-Wynn Bill. How is President Bush likely to respond to either bill, if it is passed? Why?

3. Point out to students that there are differing views in Washington on the subject of campaign finance reform, even beyond what they have seen in the video. For example, Leon Panetta has recently stated that, "Big money undermines democracy." George Will represents the opposite point of view, advocating eliminating all limits on campaign contributions. He equates no limits on campaign contributions with the First Amendment, which guarantees free speech. What do your students think? Challenge students, working in groups, to research the issue of campaign finance reform and limits on contributions. Have groups present their findings. Direct each student to prepare a 1-2 minute television editorial in support of or opposition to limits on campaign contributions, including the issue of soft money. If possible, videotape the students' editorials.

LINKS:
http://www.cnn.com/2001/ALLPOLITICS/07/09/campaign.finance/index.html
http://www.ll.georgetown.edu/lr/rs/elect.html
http://www.fec.gov/

http://www.campaignfinancesite.org/proposals/contribution.html

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EDITOR'S NOTE:
special education
IDEA
disabled
literacy program
John McCain
campaign finance reform
soft money
campaign contributions

DAILY DESK

Health Desk: Battling Bullying

1. What is bullying? Challenge students to cite examples of different types of bullying. What are six Massachusetts schools doing to stop bulling? Why is this initiative unique? What is the origin of the "blue print on bullying prevention"?

2. How big a problem is bullying in your school? How does your school deal with bullying? How does your school's approach compare to the approach being implemented at the Lynn Community Charter School?

3. Refer groups of students to the links below to learn more about the causes, effects, and solutions for bullying. Pose the following questions to guide students' research:
   1. How pervasive is bullying in school communities?
   2. Why do people bully?
   3. Why is bullying harmful to victims, perpetrators, and the school community?
   4. What can students, teachers, parents, and school administrators do to stop bullying?
   5. What are some of the common elements of different anti-bullying programs?

   Have students share their research. Then, instruct them to critique your school's anti-bullying policy, and, if necessary, suggest ways to improve the policy. If your school does not have an anti-bullying policy, help your class draft one. Have students prepare a written report of their findings and recommendations and present it to your school's principal.

   EXTENSION: Have your students draw upon their research to sponsor an anti-bullying awareness day at your school.

LINKS:
http://www.state.ma.us/ccj/bully.htm
http://www.ed.gov/databases/ERIC_Digests/ed407154.html
http://www.nobully.org.nz/guidelines.htm
http://askeric.org/cgi-bin/printresponses.cgi/Virtual/Qa/archives/Educational_Management/Student_Beha
http://www.colorado.edu/cspv/blueprints/model/ten_bully.htm
http://www.cfchildren.org/PUbully.html
http://www.bullying-in-school.com/
http://www.antibullying.net/

Health Desk Extra: Hostile Hallways

1. What did a study by the American Association of University Women recently reveal about sexual harassment in U.S. public schools? How does this information compare to that publicized by the organization's previous study in 1993? Why is it somewhat surprising that the situation has not improved?

2. Who is increasingly becoming the targets of sexual harassment in schools? What percent of schools now have policies against sexual harassment? Why, according to Dr. Paul Houston, does this situation put schools "in a bind"? How has Swanson Middle School crafted its anti-harassment policy? What is the first step in addressing the problem of sexual harassment? How are students there involved in implementing the school's policy?

3. At the end of this video, we hear the reporter talking about teaching even young students "the difference between flirting and hurting." What do you think this means? Explain how you would define that boundary for a younger student.

4. What is your school's policy on sexual harassment? If your school or school district has such a policy, make copies of it available to students in your class. Have students read and discuss its provisions. Inform students that guidelines from the U.S. Department of Education indicate that, in addition to publicizing its sexual harassment policy, a school should create a supportive climate that appreciates all kinds of diversity among its students. Have students suggest ways that such a climate might be created at your school. If your school does not have a sexual harassment policy, work as a class to generate one, and present a draft of it to your school's principal.

LINKS:
http://www.ed.gov/pubs/Harassment/
http://www.cfchildren.org/PUbully.html

EDITOR'S NOTE:
bullying
bystander
prevention
violence
sexual harassment
innuendo
psychological problems
flirting

WORLDVIEW

Political Front: China Political Change

1. Who is Wu Qing? To what governmental body is she a representative? In what other activities is she engaged? Why does she take the time to meet with her constituents each week? What kinds of concerns does she address?

2. Why are delegates to the local people's congresses "screened"? Who was trying to prevent Wu Qing's election? How is she trying to reward those who supported her in the face of this opposition? To what body would Wu Qing like to be a delegate? Why hasn't the Beijing Congress chosen her? In spite of this, why does she believe that China's political system is changing?

3. What do your students know about China's political system? Have them work in groups to research China's government and share their findings. Discuss the role of China's Communist Party in its political system, and compare its basic elements to those of your national government. Ask students: Do you think it is likely that Wu Qing will rise to a position of power within China's current political system? Why or why not? Discuss.

LINKS:
http://www.cia.gov/cia/publications/factbook/geos/ch.html
http://www.gksoft.com/govt/en/cn.html
http://www.scmp.com/
http://un.fmprc.gov.cn/eng/index.html

Culture Watch: China English

1. In what country is Beijing? Why are English classes in this city filling up? What other cities are also hoping to host the Olympics in 2008?

2. What is the Beijing radio station doing to promote this effort? How is the taxi driver in the video learning English? According to the video, how many people in Beijing have taken up English in the past few months?

3. The decision on the host city for the 2008 Olympics is expected to be announced in a few days. Which city do your students think should get the award? Challenge your students, working in teams, to act as members of the International Olympic Committee. Have each team select one of the finalist cities and conduct a fact-finding mission to learn more about the city, including its transportation, facilities, and general aspects that make it a favorable site for the Olympics. Have each team present a multimedia report of its findings. When all reports are finished, poll students to see which city they think will be awarded the 2008 Olympic games.

LINKS:
http://www.xinhua.org/english/ztbd/2008/2008.htm
http://www.olympic.org/ioc/e/facts/cities/report_ioc_2008_e.html
http://www.olympic.org/

Inside Asia: Child Rights

1. What was the focus of the UNICEF conference recently held in Beijing? According to UNICEF, what general advances have been made in child welfare? What does the documentary shot in rural China reveal about equality in education there?

2. According to UNICEF, what problems still exist for children around the world? What disease, currently a serious threat to Africa, could next threaten Asia's population? What is an activist? Why were young activists present at the Beijing UNICEF conference?

3. What issues jeopardize the well-being of young people around the world? Divide your class into small groups. Have each group choose one country anywhere in the world, and conduct research to learn more about the issues that affect young people in that country. Have each group list its issues, their impact on the children in that country, and any efforts underway to address these concerns. Have groups present their lists. Are there any concerns common to almost all the countries students examined? If so, what should the global community do to address these issues?

LINKS:
http://www.hrichina.org/
http://www.hrichina.org/geneva2001/UN_index1.html
http://www.unicef.org/
http://www.unicef.org/specialsession/rights/index.html

EDITOR'S NOTE:
China
constituents
delegate
Communist Party
Beijing
2008 Olympics
English
UNICEF

NEWS CHRONICLE

Our World: Summer Camps

1. In what kind of camp is Hannah enrolled? Why did her parents decide to send her to this camp? How does Angel Vigil make the camp experience interesting for those who attend it?

2. Who participates in the Vail's Field Science Camp? How long does it last? What are some of the activities that are included? Why did Libby's parents pick this camp for her? What kinds of experiences do campers at Camp Id-Ra-Ha-Je have? What are the costs for each of the three camps seen in the video? Why do many parents pay these fees for camp?

3. Have any of your students ever attended a summer camp? If so, have them share their experiences with the class. What did they like most and least about their experience? Would they recommend a similar experience to others? Why or why not?

LINKS:
http://www.educationunlimited.com/
http://www.campchannel.com/

EDITOR'S NOTE:
summer camp
bored
programming
adventure

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CNN NEWSROOM Guide

July 11, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:40...01:20

Top Story ... 03:30...04:50
A new survey examines the patterns and issues behind Internet usage.

Top Story ... 02:30...07:20
Innovative online ads help keep the Internet free.

DAILY DESK ... 00:40...08:00

Business Desk ... 02:30...10:30
Many market investors have seen their net worth decline along with their portfolios.

Ask CNN: The Dollar ... 00:45...11:15
How did the U.S. dollar get its name?

WORLDVIEW ... 00:50...12:05

Top of the World ... 02:30...14:35
Paris is one of the finalists for the 2008 Olympics.

Political Front ... 02:15...16:50
Thousands of child soldiers abandon the military in the Sudan.

Around the World ... 03:45...20:35
Despite recent releases, the problem of child soldiering is not going away.

Taking Care of Business ... 03:00...23:35
U.S. workers feel more overworked than ever.

Web Site Information ... 00:45...24:20
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:30...24:50

College Tuition Payoff ... 02:10...27:00
Philanthropist George Weiss makes good on his promise to fund college tuition for deserving students.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: On the 'Net

1. For what purposes does the Garibaldi family use the Internet? According to a recent survey by the Markle Foundation, how are the Garibaldis typical Internet users? What do most of the survey respondents classify as the best thing about the Internet?

2. Why are the Garibaldis cautious about the information they access on the Internet? According to the survey, what percentage of Internet users question the truthfulness of things they read online? What other issues connected with Internet use concern Terry and Eduardo Garibaldi? How do they protect their children from objectionable material online? What are the top concerns of the adult Internet users who were surveyed?

3. In spite of the worries associated with the Internet, how do its users rate its "temperature"? Do you agree or disagree with this assessment? Explain. How has the Internet changed the everyday lives of users like Eduardo Garibaldi? Has the Internet had a profound impact on your life? Explain.

4. One of the issues discussed in this video is that of reliability of information found on the Internet. Ask your students if they believe everything they read on the Internet, and if not, how they determine what is a reliable source of information. Use this opportunity to teach your students how to use search engines and determine which sources they find are reliable. Point out that many reliable sources are readily identified as government departments or agencies, universities, established non-government organizations (like the United Nations) and widely-known media sources (like CNN.)

5. Ask students: Do any of the online issues cited in the video concern you? If so, which ones? Is there anything about the Internet you would like to see changed or improved? If so, what? After brief discussion, ask students if they think the Internet should be overseen by someone or some organization. Divide the class into small groups. Have each group discuss the possibilities among themselves, then issue a consensus statement on whether or not the Internet should be regulated, and if so, by whom.

6. Teachers: Your students make up what many demographers call the "'Net Generation." You may want to check out Riverdeep.net's "The 'Net Generation" classroom activity at: http://riverdeep.net/teaching_the_news/news_2000/oct/100400_netgen.jhtm.

LINKS:
http://www.cnn.com/2001/TECH/internet/07/10/internet.report/index.html
http://www.cdt.org/privacy/
http://www.ftc.gov/bcp/conline/pubs/online/sitesee/index.html

Top Story: Advertising on the 'Net

1. Why did the early viewers of television tolerate sometimes boring ads? What is similar about Web surfers' tolerance of online ads? How did the dot-com bust impact many Internet sites and advertisers? Explain how some survivors have adapted innovative marketing approaches as a result.

2. Describe some of the innovative methods online advertisers use to get consumers' attention. How are consumers responding to these ads? What trends in online advertising point to larger investments from companies trying to promote their products? What overall impact do you think this could have on the Internet?

3. Challenge your students, working in groups, to create the next generation of innovative Internet ads. Have each group use a storyboard or Web software to create the framework for an original online ad for any product. Have groups present their ad ideas. Discuss what students think the future holds for marketing on the Internet.

LINKS:
http://www.internetnews.com/IAR/
http://www.clickz.com/
http://www.channelseven.com/

EDITOR'S NOTE:
Internet
privacy
scam
fraud
ads
advertising agencies
innovate
dot-com implosion

DAILY DESK

Business Desk: Net Worth and the Stock Market

1. How would you define "net worth"? What is meant by the term "household net worth"? What has happened to the household net worth of Frieda and Gary, the two investors seen in the video? What is responsible for this decline? Why?

2. According to the Federal Reserve Board, what happened to U.S. household net worth last year? Why is this a "significant development in the economic picture"? What ripple effects could the decline in net worth have on the economy?

3. Do either of the investors in the video intend to change their spending patterns? What advice are they getting on their investment strategies? Why does Ellen Holden believe the stock market is still a good place to invest over the long term? Why do you think Frieda is an especially confident investor?

4. Lead a class brainstorming session to generate a list of assets and liabilities students think would contribute to a household's net worth. List these assets and liabilities on the board. Then, send students to the Internet or other financial resources to find an actual list of those assets and liabilities that are considered in calculating net worth. Add any the class did not come up with to the lists on the board. Generate a class discussion of how declining investments, such as stocks, can impact some of these assets. Discuss the ripple effects on the economy if the majority of households experienced a serious decline in net worth.

5. Teachers: For further explanation on the ups and downs of the stock market, check out "Perspective on the Stock Market" from Riverdeep.net: http://riverdeep.net/teaching_the_news/news_2000/april/front.070400.stock.jhtml.

LINKS:
http://www.investorwords.com/
http://www.siliconvalley.com/docs/news/markets/036235.htm
http://chicagotribune.com/business/businessnews/article/0%2C2669%2CSAV-0103140328%2CFF.html
http://financialplan.about.com/library/blnetworth.htm?iam=dpile&terms=%2Bstock+%2Bmarket+%2Bne
http://www.djindexes.com/jsp/industrialaverages.jsp?sideMenu=true

EDITOR'S NOTE:
net worth
stock market
investments
portfolio
Federal Reserve Board
recession

WORLDVIEW

Top of the World: Paris Olympics

1. According to its Olympic bid committee, how many of the sites needed to host the Olympics are already built in Paris? How will some of Paris' well-known landmarks be adapted to accommodate some events? How will the city's transportation system be an asset to these games?

2. What will it cost to host the games in Paris? From what sources will this money come? What prevents Paris from being the perfect choice to host the 2008 games? When did Paris last stage the Summer Olympics?

3. Teachers: For a related CNNfyi.com Lesson Plan on potential Olympic sites, please go to: http://fyi.cnn.com/2001/fyi/lesson.plans/07/10/china.olympics/index.html.

LINKS:
http://sportsillustrated.cnn.com/olympics/news/1999/05/25/paris_2008/
http://www.janecky.com/olympics/summergames/1900.html
http://www.olympic.org/

Political Front: Sudan Child Soldiers

1. How old are the children illegally recruited by the Sudan People's Liberation Army? In what conflict have they been forced to serve? Why did some of these young soldiers join on their own? Who brokered their release from military service?

2. What will happen to these young soldiers who leave the military? What role will aid organizations play in helping them return to normal lives? Why will most of these children need psychological counseling?

3. The tragedy of war often takes its toughest toll on children. Divide your class into groups. Direct each group to research one current conflict anywhere in the world, and determine how it is impacting the lives of children. (***Teachers: The Web sites below contain accounts that may be disturbing. Please preview.***) Have each group offer a formal report on its findings, including the parties involved in the conflict, the circumstances that led to the conflict, and how it is impacting the quality of life for children in that region. Ask students why, in spite of international agreements designed to protect the world's children, these conflicts continue to make children their most defenseless victims.

LINKS:
http://www.unicef.org/features/feat162.htm
http://www.soldierchild.org/
http://www.bbc.co.uk/worldservice/people/features/childrensrights/childrenofconflict/soldier.shtml

Around the World: Child Soldiers

1. According to the video, about how many children are currently fighting as soldiers? In what countries have some of these child soldiers recently been released from the military? How have the experiences of these child soldiers robbed them of their youth? What are U.N. and NGO officials learning as they counsel the former child soldiers? Why do these officials think that the militia leaders are releasing these children from the military? Why do many observers agree that the problem of child soldiering is not going away?

2. Inform students that UNICEF's Special Session on Children is scheduled to be held in New York in mid-September. What action would your students like delegates at this session to take regarding the problem of child soldiering? Divide the class into groups, and have each conduct research to learn more about the problem and its ramifications. Have each group use what it has learned to draft a U.N. resolution on child soldiering and the actions member nations should be prepared to take against countries that engage in this practice.

LINKS:
http://www.unicef.org/
http://www.child-soldiers.org/
http://www.hrw.org/children/
http://allafrica.com/stories/200012150339.html

Taking Care of Business: U.S. Work Survey

1. What is the meaning of the term "rat race"? What has a recent U.S. survey revealed about some caught up in the rat race? According to the Families and Work Institute, what percentage of respondents felt overworked "often"? What other data from the survey supports the claim that Americans are overworked?

2. What economic factors are contributing to the workaholic atmosphere in the U.S.? What problems are caused by overwork? How do these problems affect a company's bottom line?

3. At the end of this video, we learn that overwork ultimately hurts businesses. Ask your students to come up with some examples of how overwork and on-the-job stress have negative effects on a business. Then, ask them to form small groups and interview local business owners, managers and workers to get their opinions on overwork and ways it impacts their performance, personal life and health, and, ultimately, the business's bottom line. Have each group present its findings. Acting as members of a business task force, have students draw up a list of practical recommendations for reducing feelings of overwork and stress in the workplace. Discuss which of these recommendations are likely to be utilized by corporations and small businesses, and why some suggestions would likely be ignored.

LINKS:
http://www.apa.org/monitor/may99/niosh.html
http://www.stress.org/problem.htm
http://www.stress.org/
http://abcnews.go.com/sections/us/DailyNews/work_howmuch_dayone.html

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EDITOR'S NOTE:
Paris
Olympics
Sudan
child soldiers
UNICEF
work survey
"rat race"
stress

NEWS CHRONICLE

College Tuition Payoff

1. Who is George Weiss? What promise did he make to a class of second graders a decade ago? What was the only condition he attached to that promise? How many of those former second graders will be attending college this fall, courtesy of Weiss?

2. How many children have been promised free tuition from George Weiss over the years? Of these, how many are going on to college? Why do you think he won't say how much he has spent over the years? How much do others estimate he has spent? Why does he finance the college tuition of inner city kids? What impact do you think he has had on their lives? What is the next focus of Weiss' philanthropy?

3. What is philanthropy? Have students conduct research to learn more about philanthropists and philanthropic organizations, especially in their community. Share students' findings. If your school encourages community service, have students check into local philanthropic organizations and student opportunities for giving back to the community.

LINKS:
http://www.washingtonpost.com/wp-srv/WPlate/2000-04/30/075l-043000-idx.html
http://www.philanthropy.com/

EDITOR'S NOTE:
tuition
philanthropy
George Weiss
expectations

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

July 12, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:40...01:20

Top Story ... 05:00...06:20
-A scientific first in stem cell research ignites controversy.
-There are strong emotions on both sides of the stem cell research issue.

DAILY DESK ... 00:30...06:50

Science Desk ... 02:30...09:20
Researchers look at the role technology could play in voting.

Ask CNN: Braille at ATMs ... 01:20...10:40
Why do drive-up ATMs have braille?

WORLDVIEW ... 00:30...11:10

Top of the World ... 02:50...14:00
The city of Toronto considers itself the "risk-free choice" to host the 2008 Olympics.

Wild Kingdom ... 03:30...17:30
The illegal trade in endangered species is big business in Russia.

One World Habitat ... 03:30...21:00
Russia's chemical weapons are a terrifying legacy of the Cold War.

Inside South America ... 02:30...23:30
Latin America's largest economy is suffering through a power crisis.

NEWS CHRONICLE ... 00:30...24:00

Backstreet Blues ... 02:30...26:30
Fans react to the news that one of the Backstreet Boys is battling alcoholism and depression.

Shuttle Launch ... 00:30...27:00
Information on the scheduled space shuttle launch

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Stem Cell Research

1. What scientific first has stirred more controversy on the issue of stem cell research? Where and how have scientists created these human embryos? What are stem cells? What promise do they hold for curing disease?

2. Where do scientists get the embryos they currently use for research? Why does this make yesterday's scientific first even more controversial? Who is opposed to research on embryos? Why? What decision does President Bush face regarding research on embryos? Which way do scientists want him to decide? Why do many worry that yesterday's news from Virginia could further polarize the two sides?

3. Explain some of the views held on the controversial topic of stem cell research, and the rationale for each of these views. Why do some who are opposed to this research feel it "divides life into different classes"? Which known conservative leaders support stem cell research?

4. Pose students with this scenario: You are the President of the United States. The nation is awaiting your decision on federal funding for stem cell research. Among the voices you are hearing are those suffering from dread diseases that could possibly be cured as a result of stem cell research, and those who oppose the creation of human embryos solely for the harvesting of stem cells. How would you go about making your decision, and what would that decision be? Remind students that President Bush actually faces this dilemma now. Allow students ample time for research on both sides of this issue. Then have each student, acting as the president, deliver a brief speech oulining his or her position on federal funding for stem cell research.

LINKS:
http://www.cnn.com/2001/HEALTH/07/11/stem.cells/index.html
http://www.nih.gov/news/stemcell/primer.htm
http://www.nih.gov/news/stemcell/
http://bioethics.gov/stemcell_exec_intro.htm
http://www.cbhd.org/newsletter/002/002omathuna.htm
http://bioethics.net/

EDITOR'S NOTE:
stem cells
embryo
fertilization
abortion
conservatives
bioethicists
harvesting
"middle ground"

DAILY DESK

Science Desk: Voting Technology

1. Who is Stephen Ansolabehere? How does an optically-scanned ballot work? How much will the optical scanner cost each precinct? What do you think are some benefits and drawbacks to this voting method? Do you think most people will be receptive to a new voting method? Discuss.

2. What are some examples of electronic technology that optical scanners resemble? Do you think most people are familiar with how to use ATM machines? Explain. Why do you think Florida is

switching their voting method to using optically scanned ballots immediately?

3. Divide students into small groups. Have each group conduct research on optical scanners. Some questions students might consider may include: How are optical scanners developed? Why are optical scanners used? What are some other applications for optical scanners? Instruct each group to investigate various machines that utilize electronic technology. These may include ATMs, registers, touch-screens at restaurants or scanners in grocery stores. Discuss the similarities and differences of the optical scanner and other devices students have researched. Have each student write an essay answering the following question: Are optical scanners the right technology to use for voting based upon your research?

   EXTENSION: Have students interview people of different generations. Have them compare and contrast each generation's attitudes towards using optical scanners to vote, as opposed to other methods. How do you think attitudes and physical health affect people's use of voting technology?

LINKS:
http://www.cpsr.org/issues/voting.html
http://www.ipolitics.com/voter_technology
http://www.voting-integrity.org/
http://www.nsf.gov/search97cgi/vtopic
http://www.netvoting.org/
http://www.pcwebopedia.com/TERM/o/optical_scanner.html

EDITOR'S NOTE:
voting technology
optical scanner
touch screen
punch cards

WORLDVIEW

Top of the World: Toronto Olympics

1. Where is the city of Toronto located? Why do Canadian officials call the city "2008's risk-free choice"? What percentage of Olympic venues are already built in Toronto? What do Toronto officials point out when Beijing is mentioned? What problems does Canada have? How do Toronto officials respond to the critics?

2. Point out to students that, although the International Olympic Committee will announce its 2008 host city on Friday, each of the five finalist cities has one more chance to make a presentation that morning. Ask students to consider what they think the committee from Toronto should highlight in that presentation. Divide the class into small groups. Have each group research information about Toronto that they think presents assets the I.O.C. would like to see. Then have each group create a Web site or multimedia presentation on the city of Toronto. Have groups offer their presentations to the class.

LINKS:
http://www.to-2008.com/
http://www.toronto2008.com/
http://ukholidays.about.com/library/bltorintro.htm
http://toronto.com/Toronto/Tourism_Toronto/

Wild Kingdom: Russia Exotic Animals

1. What kinds of animals are being illegally sold by Russian businessmen? Who is allegedly behind this illegal trade? What is fueling the demand for these exotic pets? Why are officials powerless to stop this trade? What is the Russian government's policy on this trade? Why do you think it continues, in spite of the international agreements that nations have signed?

2. Do you own any pets? If so, what species of animals are they? What is the difference between a domesticated and a wild animal? What kinds of animals would you classify as exotic pets? Do you think people should be permitted to own wild animals and exotic pets? Why or why not?

3. Animal activists often cite two general concerns in their arguments against ownership of exotic pets: the safety of the humans who live with these pets, and the well-being of the animals. Have your students work in groups to learn more about these two issues and share their findings. Considering what they have learned, how would students go about addressing the issue of demand for exotic pets so as to reduce the illegal trade in these species?

LINKS:
http://www.unep-wcmc.org/
http://www.bbc.co.uk/nature/animals/pets/exotic.shtml
http://www.paws.org/advocacy/campaigns/current/exoticpets/
http://exoticpets.about.com/pets/exoticpets/library/weekly/aa072399.htm?pid=2807&cob=home

One World Habitat: Russia Chemical Weapons

1. What country has the largest stockpile of chemical weapons in the world? What are some of the chemicals that can be found there? Why, in spite of a treaty the Russians have signed, have these weapons not been destroyed? What could happen to these weapons if they are not destroyed?

2. Who is Richard Lugar? What has he observed about Russia's chemical weapons stockpile? How is the U.S. confronting Russia's weapons problem? How much has the U.S. pledged to build the destruction complex? Why has the U.S. only paid a portion of this pledge? How do Russian officials respond to this charge?

3. What countries currently have chemical and biological weapons, and what kinds do they have? Have students work in groups to research the answers to these questions and share their findings. Within each of these countries, discuss the political and economic factors that could lead to instability. Why is political instability especially dangerous where chemical/biological weapons are concerned? Discuss.

LINKS:
http://www.chembioalert.com/
http://www.nectic.bxa.doc.gov/
http://www.opcw.nl/
http://www.bullatomsci.org/issues/1999/ja99/ja99tucker.html

Inside South America: Brazil Energy Crisis

1. What is the source of 93 percent of Brazil's electric power? What is happening to hydroelectric power in Brazil? Why? How is the power crisis impacting Brazil's already declining economy? To whom has the population directed its bitterness as a result? How could investors pay the price as well?

2. Ask students: How is the power crisis expected to affect the race for Brazil's presidency? What is a "leftist" candidate? Why is it generally thought that leftist candidates are not good for business? Direct your students to the Internet and other resources to learn more about Brazil's government and economy. Discuss how the election of a leftist candidate to Brazil's presidency might hurt the country economically.

3. In an interview with the BBC, one resident of Sao Paulo reportedly complained about government rationing of electricity, stating that "...Electricity is a basic, not a luxury." Ask students to react to this statement with a brief (1-2 minute) videotaped television editorial comment. Does a government have a duty to provide its citizens with unlimited electricity, or force power companies to do so? Who should be held responsible for power shortages? Have students present their editorials and discuss.

LINKS:
http://www.idg.net/crd_energy_635250_103.html
http://news.bbc.co.uk/hi/english/world/americas/newsid_1370000/1370332.stm
http://news.bbc.co.uk/hi/english/world/americas/country_profiles/newsid_1227000/1227110.stm
http://www.mtholyoke.edu/courses/sgabriel/brazil.htm

EDITOR'S NOTE:
Toronto
Olympics
Russia
threatened species
exotic pets
chemical weapons
Brazil
hydroelectric power

NEWS CHRONICLE

Backstreet Blues

1. To what popular group does A.J. McLean belong? What personal problems is he currently confronting? How did the two teens interviewed in the video react to this news? Why does Ali's mother feel it's important to talk about this story?

2. Who is Dr. Joyce Brothers? Why does she think parents should talk to their kids about alcohol and drugs before they are teenagers? Do you agree with her? Explain. What is A.J. doing now? According to MTV's John Norris, how are Backstreet Boys' fans responding? What do you think of the problems A.J. McLean is facing and the way in which he is facing them?

LINKS:
http://www.bsbblvd.com
http://www.cnn.com/2001/SHOWBIZ/Music/07/10/backstreet.tour/index.html

Shuttle Launch

1. Teachers: The space shuttle was scheduled for launch early this morning. For a CNNfyi.com lesson plan on this story, please go to: http://fyi.cnn.com/2001/fyi/lesson.plans/07/11/shuttle.mission.lp/index.html.

EDITOR'S NOTE:
Backstreet Boys
A.J. McLean
alcoholism
depression

CNN NEWSROOM Guide

July 13, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:40...01:20

Top Story ... 02:00...03:20
The shuttle Atlantis is on its way to rendezvous with the International Space Station.

Ask CNN: ISS Time ... 01:00...04:20
Who decides what time it is on the space station?

In the Headlines ... 00:45...05:05
Peace talks resume as tensions erupt in Northern Ireland.

DAILY DESK ... 00:30...05:35

Editor's Desk ... 02:40...08:15
GirlGeeks inspires kids to learn more about technology.

Desk Extra: Emmy Nominations ... 03:20...11:35
The annual Emmy nominations are announced in Los Angeles.

WORLDVIEW ... 00:50...12:25

Top of the World ... 02:30...14:55
"If you build it, they will come"---but not after the Olympics.

Culture Watch ... 05:50...20:45
Superstitions are a universal phenomenon.

Taking Care of Business ... 03:10...23:55
The 11th Earl of Sandwich establishes a sandwich business.

NEWS CHRONICLE ... 00:25...24:20

Special Series ... 03:00...27:20
CNN NEWSROOM's Jason Bellini encounters young "wanderers."

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Shuttle Atlantis Launch

1. What were conditions like for Thursday's shuttle launch? What does "glitch free" mean? With what spacecraft will the shuttle Atlantis dock? What is the primary mission of Atlantis? How many spacewalks will it take to complete this task?

2. What is the purpose of the Alpha's airlock? Why are the astronauts shooting home movies of Alpha? When did they start shooting these movies? What do the astronauts hope viewers of "Space Station" will experience?

3. Teachers: To help your students learn more about this shuttle mission, please check out the CNNfyi.com lesson plan, "What are the objectives of the latest shuttle flight?" at http://fyi.cnn.com/2001/fyi/lesson.plans/07/11/shuttle.mission.lp/index.html.

   Your students can read about other students who are helping to send experiments into space at this CNNfyi.com site: http://fyi.cnn.com/2001/fyi/news/07/11/space.students/index.html.

   You may also want to visit Riverdeep.net's "New Frontiers in Space": http://riverdeep.net/teaching_the_news/news_2001/march/032201_space.jhtml.

LINKS:
http://www.cnn.com/2001/TECH/space/07/12/atlantis.launch/index.html
http://seds.lpl.arizona.edu/ssa/docs/Space.Shuttle/index.shtml
http://spaceflight.nasa.gov/
http://www.shuttlepresskit.com/STS-104/index.htm

In the Headlines: N. Ireland Peace Talks

1. What two groups are fighting in Northern Ireland? Who is meeting there to resume the deadlocked peace talks? On what issues have the parties failed to agree? What happened yesterday, on the biggest day of Protestant parades? What is the Orange Order? Why did violence break out between some marchers from the Orange Order and police?

2. What circumstances have led to "The Troubles," as they are known in Northern Ireland? Have students work in groups to learn more about the tensions between Catholics and Protestants and attempts to bring peace to the country. Have groups share their findings. Use this information to create a timeline of the conflict in Northern Ireland, and post it in the classroom for reference.

LINKS:
http://www.cnn.com/2001/WORLD/europe/07/12/nireland.portadown/index.html
http://www.cnn.com//SPECIALS/2000/n.ireland/
http://news6.thdo.bbc.co.uk/hi/english/special_report/1998/northern_ireland/newsid_10000/10657.stm

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EDITOR'S NOTE:
space shuttle
International Space Station
mission
airlock
Northern Ireland
Protestants

Catholics
Orange Order

DAILY DESK

Editor's Desk: GirlGeeks

1. What is a "geek"? How do the ninth graders in the video feel about technology? According to the CEO of GirlGeeks, why are women reluctant to enter technology fields? Why did the creators of GirlGeeks give their Web site this name? What messages do they hope they are sending to young women?

2. What are some of the ways you use the computer for school? What are some of the ways you use computers for entertainment and communication? Do you feel comfortable using computers? Why or why not? Do you think it is important that you become proficient with computers? Explain. What kind of job or career do you think you will want to enter? Will you be using computers in this field? How? In what other ways will computers help you in your chosen profession? If society is becoming more reliant on computers, upon whom or what professions do you think employers will become more dependent?

3. Are you a better computer user than you let your friends know? Explain. Describe the stereotypical "geek." Do you think it is bad to be considered a geek by your peers? What is considered to be "wrong" with geeks? Why should someone who is talented with computers be respected? What is wrong with stereotyping? Whom does it hurt? Why? According to the video, who will end up with some of the highest paying jobs? Why do you think this is the case?

4. Divide students into small groups. Have groups identify five to six major professions, and research how computers play an integral role in these fields. Have them also identify computer programs that are commonly used in these fields. Students should focus on the functions of the programs in each profession.

5. Have students create a list of careers. Group students and assign each group a career from the list. Have each group:
   - research the stereotypes associated with the field
   - identify individuals within the field who have challenged stereotypical standards, and the obstacles they encountered.

   After groups share their findings, discuss the effects of stereotyping, both on the person stereotyped and the profession.

LINKS:
www.girlgeeks.com
http://libraries.mit.edu/humanities/WomensStudies/Tech2.html
http://www.wired.com/news/technology/0%2C1282%2C39958%2C00.html
http://www.wired.com/news/women
http://www.iwt.org/

Desk Extra: Emmy Nominations

1. Which television programs gathered the most Emmy nominations this year? Who are some of the actors and actresses who are in the running for Emmys? What comedies were nominated? Who are some of their stars that will be competing for Emmys? What kinds of programs were eligible for consideration for the first time? Were any of these reality programs nominated? Explain. When will the winners be announced?

2. Ask students if they are familiar with other entertainment awards, and if so, have them name some. Among these awards, how is individual achievement recognized? Have each student conduct research to learn more about an artist (actor/actress, producer, director, musician, or anyone else in

the entertainment field) who has been widely recognized in his or her field. Direct each student to create a multimedia presentation profiling his or her chosen entertainer, including the entertainer's personal and professional achievements.

3. One highlight of many entertainment awards programs is the acceptance speech. Some of these speeches are profound and emotional; others are purely entertaining, sometimes moreso than the program itself. Challenge your students to summon their creative writing talents, and consider what they'd like to hear some famous people say as they accept awards. Have students write and present their "speeches we'd like to hear."

LINKS:
http://www.emmys.com/
http://www.cnn.com/2001/SHOWBIZ/TV/07/12/emmy.nominations/index.html

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EDITOR'S NOTE:
GirlGeeks
technology
stereotype
Emmy

WORLDVIEW

Top of the World: Sydney Post-Olympic Blues

1. How do many classify the 2000 Olympic Games, held in Sydney, Australia? In spite of this success, what is happening to Sydney's Olympic stadium and other Olympic venues? What does the term "white elephant" mean? What has the state government done to facilitate transportation to the Olympic complex? What else is the government doing to inject new life into the project?

2. Ask students: Why does it appear that people are not using the Sydney Olympic complex? What would you suggest to attract locals as well as visitors to the complex? Challenge students to work in groups to come up with plans to revitalize Sydney's Olympic complex. Referring to the video and online resources, have groups create illustrations of their new and improved complexes. Have groups present these to the class and discuss possible sources of financing for these projects. Discuss the merits and drawbacks of each plan.

3. Teachers: Check out this lesson plan from Harcourt.com, "Olympic Games: Bring the Medal Race into the Classroom", by going to http://www.harcourt.com/educators/features/olympic_lesson_plans.html.

LINKS:
http://www.olympics.org/
http://espn.go.com/oly/summer00/
http://www.cnn.com/2001/WORLD/asiapcf/east/07/12/olympics.moscow/index.html

Culture Watch: Superstitions

1. Why is Friday the 13th an ominous date in the Christian culture? Do you think Friday the 13th is a day to beware? Why or why not? Why do you think the superstitions of our predecessors are still believed? Of the superstitions mentioned in the segment, which ones exist in multiple cultures? Why do you think some superstitions cross cultures, while others do not?

2. Do you believe in superstitions? If so, which ones? Why? Where did you learn about these superstitions? Have each student interview older family members to learn about the superstitions that are believed in his/her family's culture. If possible, have students identify the origins of the superstitions. Share student findings and discuss.

LINKS:
http://www.bcn.net/home/ravin/SUPER.HTM
http://www.weddings.co.uk/info/tradsupe.htm

Taking Care of Business: Earl of Sandwich

1. Who invented the sandwich, and when was it invented? What type of business has the 11th Earl of Sandwich, John Montagu, established? What is Montagu's business goal?

2. Use this opportunity to introduce your students to the business concept of "brand equity." Brand equity is "the added value that a brand name brings to a product beyond the product's functional value." To what extent do you think the name "Earl of Sandwich" increases the value of John Montagu's business? Have students conduct online research and interview owners of restaurants and catering chains to learn about the challenges associated with running these types of businesses. Have students share their findings and ask: What obstacles might John Montagu need to overcome to have his business succeed in Europe and in the U.S.? Do you think name recognition is enough to ensure that the Earl of Sandwich chain will be a successful venture?

LINKS:
http://www.dispatch.co.za/2000/11/22/foreign/SANDWICH.HTM
http://www.iusb.edu/~mlee/415ch_01/tsld007.htm
http://www.warc.com/print/13669p.asp

EDITOR'S NOTE:
Sydney
Olympics
venue
superstition
Friday the 13th
folklore
Druid
sandwich

NEWS CHRONICLE

Special Series: Border to Border: The "Rainbows"

1. Who are Nable and Alley? How do they get from place to place? What is the "hobo lifestyle"? Why do you think it is making a comeback? Do you agree or disagree with Alley's statement, "American youth is bored"? Explain. Why do you think these wanderers see their lifestyle as the answer to the "fake life"?

2. In your opinion, is the travelers' way of life safe? What does Joshua plan to do for the next few years? How do many people view Alley and Nable? Do you think this is a fair judgment? Why or why not? What does the reporter mean when he speaks of "the line separating adventurer from vagrant"? On which side of that line would you place Alley and Nable? Why?

3. Remind students that, of course, traveling is safer when you have a place to stay and control over your transportation. Hitchhiking is never a good idea. There have been many young people who have enjoyed cross country trips by car, train, or plane and chronicled their experiences. Ask your students to recall a trip they took that made a lasting impression on them. Have each student write a

short story, factual or fictional, based on this trip. Share the best stories with the class.

LINKS:
http://www.highonadventure.com/Hoa98dec/Amtrak/amtrak.htm
http://www.crazycanucks.com/
http://www.routeus66.com/

EDITOR'S NOTE:
wanderer
hobo lifestyle
post-beat
Gen Y-ers

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CNN NEWSROOM Guide

July 16, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:25...00:55

Top Story ... 06:40...07:35
-Beijing will host the 2008 Summer Olympics.
-Should the Olympics be used to promote political change in a country?

DAILY DESK ... 00:20...07:55

Environment Desk ... 02:25...10:20
Cleanup.org provides community-specific environmental resources.

WORLDVIEW ... 00:25...10:45

One World Habitat ... 03:00...13:45
The Jamaican iguana is brought back from the brink of extinction.

Wild Kingdom ... 03:05...16:50
Thailand's tigers face extinction.

World of Science ... 02:20...19:10
Archeologists use modern technology to save Silbury Hill.

Web Site Information ... 00:45...19:55
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:20...20:15

Special Series ... 07:15...27:30
-Many kids spend their summers working at Glacier National Park.
-CNN NEWSROOM's Jason Bellini reflects upon his journey across the western U.S.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: China Olympics

1. Locate the city of Beijing on a world map. Of what country is Beijing the capital? What international event will this city be hosting in 2008? How have citizens of China and the international community responded to the news?

2. Why is the International Olympic Committee's decision to award the 2008 Summer Olympic Games to Beijing controversial? What do you think of the IOC's decision?

   TEACHERS: Visit the following CNNfyi.com site for an article and lesson plan on the benefits and drawbacks of Beijing hosting the 2008 Summer Olympics: http://fyi.cnn.com/2001/fyi/news/07/13/beijing.olympics/index.html.

3. What evidence suggests that the Olympic Games are not beyond the reach of politics? What were the circumstances surrounding the largest boycott in Olympic history? How do you think boycotting the games impacts Olympic athletes? Under what circumstances, if any, should countries boycott the Olympics?

4. Refer students back to the video, and the third link below, to create a timeline of political issues that influenced modern Olympic Games. Challenge students to identify and research incidents when the games have been used to both protest and to send a message of political hope. After students present their findings, discuss the following questions: Are politics and sports inseparable? Should the Olympic Games be used as a tool to promote political change in a country? What political issues might influence the 2008 Olympic Games in Beijing? What political and economic changes do you think will take place in China as a result of hosting the Olympics?

LINKS:
http://www.beijing-olympic.org.cn/xwzx/newyear-e.htm
http://www.cnn.com/CNN/Programs/wolf.blitzer.reports/
http://fyi.cnn.com/2001/WORLD/asiapcf/east/07/12/china.games.politics.post/index.html
http://cnn.com/2001/WORLD/asiapcf/east/07/14/bud.greenspan.cnna/index.html
http://www.olympics.org/

EDITOR'S NOTE:
Beijing, China
2008 Olympic Games
domestic politics
boycott
Communist Party
controversy

DAILY DESK

Environment Desk: Earth's 911

1. What is Cleanup.org? How many visitors does the Web site get each week? Why do you think the site is referred to as "Earth's 911"? Do you think this Arizona-based site would do well in other countries? Why or why not?

2. What is "environmentalism"? Point out to students that, according to the Arizona-based Cleanup.org, Earth's 911 is "helping to take environmentalism from being a philosophy that has been promoted by a passionate minority, to a way of life that could govern mainstream behavior and policy." Have students discuss the meaning of this statement. Then challenge groups of students to identify specific ways that this Web site could influence environmental policy. Students may want to refer to the Bush administration's environmental plan or existing environmental legislation as the focal point of their ideas. Have students share their ideas and discuss the potential national and global impact of Earth's 911.

3. Ask students: How has industrialization and urbanization affected the environment in your community? What can you do to improve and protect your local environment? Refer students to Cleanup.org to learn about local resources for recycling and pollution prevention, as well as information about how to protect the environment. Then, have your students sponsor an environmental awareness day at your school, in which they use the information and resources that are listed on the Earth's 911 Web site.

4. TEACHERS: Visit the following Riverdeep.net site for information and activities related to recycling:
http://www.riverdeep.net/teaching_the_news/news_2000/april/front.280400.recycle.jhtml

LINKS:
http://www.cleanup.org/
http://www.earthday.net/
http://www.zerowasteamerica.org/Statistics.htm
http://www.epa.gov/

EDITOR'S NOTE:
environmentalism
environmental resources
recycling
pollution prevention

WORLDVIEW

One World Habitat: Jamaican Iguana

1. What is the largest land animal in Jamaica? What is the status of the Jamaican iguana? Why did this species become endangered? What efforts are being taken to bring the Jamaican iguana back from the brink of extinction?

2. What are the Jamaican iguana's natural predators? Point out to students that the greatest threat to the iguana is the development of human settlements. Challenge students to identify species that are indigenous to your community and how urban development is impacting these species. Challenge students to identify each species' ecosystem and how the ecosystem would be affected if the species were to become extinct. Discuss what can be done to protect these species.

LINKS:
http://www.kingsnake.com/iguana/
http://www.colszoo.org/pressreleases/jamaica_iguana.html
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/042940?op1=&st1=Ecosystem&op2=&st2=

Wild Kingdom: Thai Tigers

1. What is the status of tiger populations in Thailand and throughout the world? How many subspecies of tigers are extinct? Why are Thai tigers in jeopardy? How has the government of Bangkok responded to its tiger problem?

2. Refer students to the first two Web sites below to learn about the remaining five subspecies of tigers and the national and international efforts that are being taken to preserve these tigers. Have students present their findings and discuss whether or not they think these efforts will be successful. Then challenge students to think of ways that they might help to preserve the world's tigers.

3. What other efforts are underway to save animal species from extinction around the world? Refer small groups of students to multimedia resources, including the last two links below, to investigate some of these efforts. After students present their findings, ask: What efforts are competing with the interests of illegal trades, such as the tiger trade seen in this video? What is the "black market"? How are rescue efforts faring against the black market? Which programs do you think might have the best chances at success? Why?

   EXTENSION: Have each group choose one effort aimed at preserving an endangered species and prepare a script for a CNN report on that program, using this video as their guide.

LINKS:
http://www.eia-international.org/Campaigns/Tigers/Reports/thailand/index.html
http://www.5tigers.org/
http://www.redlist.org/
http://www.amnh.org/Exhibition/Expedition/Endangered/index.html
http://eelink.net/EndSpp/

World of Science: Silbury Hill Archeology

1. What is Silbury Hill? Where is it located? When was it built? Why is the hill unstable? What are archeologists doing to address this problem?

2. Direct students to the first two Web sites below to learn more about Silbury Hill, the explanations for its existence, and the legends that have been attached to it. Have students share their findings.

3. Inform students that Silbury Hill is considered one of the "Earth's mysteries." According to Dr. Christopher Witcombe, "The term Earth mysteries, coined in the early 1970s, is today used to describe a multi-disciplined or 'holistic' approach to the study of ancient sites and landscapes." Refer groups of students to the links below to research other mysterious places, like Stonehenge, the Avebury stone circles, and Easter Island. After groups make formal presentation of their findings, ask: Why do these sites and landscapes fascinate us?

LINKS:
http://www.henge.demon.co.uk/wiltshire/silbury.html
http://witcombe.sbc.edu/earthmysteries/EMSilbury.html
http://witcombe.sbc.edu/earthmysteries/EMAvebury.html
http://www.mysteriousplaces.com/

EDITOR'S NOTE:
Jamaican iguana
biologist
extinction
endangered species
tigers
carnivores
archeologist

NEWS CHRONICLE

Special Series: Border to Border: Glacier Park Kids

1. Where is Glacier National Park located? What types of jobs do the kids featured in the video have? What are the benefits and drawbacks of working at Glacier National Park? Does this type of summer job appeal to you? Why or why not?

2. Point out that, according to the National Park Service, Glacier National Park covers over 1 million acres of forests, lakes, meadows, and high rocky peaks, and contains 63 species of mammals and 272 species of birds. Refer students to the first link below and other resources to learn more about the spectacular diversity of life that is preserved in the park. Working individually or in groups, have students write brief reports that include graphics illustrating the different elements of Glacier National Park. After students present their findings, compile their reports and submit the information to your school's library.

3. Ask students: Have you ever visited a national park? If so, describe your experience. Then, using the Web and other resources, have students research either the national park closest to them, or the national park that interests them most. Direct each student to write reports about the park, indicating its size, features, location, and attractions. Ask students to consider why the site was chosen to be a national park and what it reveals about America's natural and cultural heritage.

4. Which aspects of his trip did Jason find most memorable? If you followed Jason's reports, which people and events made the greatest impression on you? According to Jason, what is the biggest issue for kids living in the western U.S.? Why do you think this is so? Is the environment the most important issue facing teens in your community? Discuss. As a reporter, how was Jason's perspective on people, places, and events unique? If you were in Jason's shoes, would you have covered the stories differently? Discuss.

5. TEACHERS: To learn more about Jason Bellini's trek across the western U.S., visit the following CNNfyi.com site:
http://fyi.cnn.com/2001/fyi/news/06/22/border.to.border/.

   Also, for discussion questions and activities related to each segment of CNN NEWSROOM's Border to Border series, check out the Chronicle section of the following CNN NEWSROOM Daily Guides:
   June 29, 2001
   July 2, 2001
   July 6, 2001
   July 9, 2001
   July 13, 2001

LINKS:
http://www.nps.gov/glac/
http://www.us-national-parks.net/
http://www.coolworks.com/showme/natprk.htm

EDITOR'S NOTE:
Glacier National Park
summer job
National Park Service
environment

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CNN NEWSROOM Guide

July 17, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:30...01:05

Top Story ... 05:00...06:05
The U.S. considers granting amnesty to illegal Mexican immigrants.

In the Headlines ... 03:50...09:55
Jacques Rogge is elected president of the International Olympic Committee.

DAILY DESK ... 00:25...10:20

Health Desk ... 03:00...13:20
Egetgoing.com offers an online drug and alcohol abuse treatment program.

WORLDVIEW ... 00:30...13:50

Inside Africa ... 10:10...24:00
South Africa's Rand Afrikaans University undergoes its "transformation."

NEWS CHRONICLE ... 00:25...24:25

Hugging Tour ... 02:50...27:15
An Indian guru spreads her message of love by dispensing hugs.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Mexican Immigration

1. How many Mexicans are living illegally in the U.S.? What type of jobs do many illegal Mexican immigrants hold in the U.S.? What legislation related to illegal Mexican immigrants has been proposed by the U.S. State and Justice Departments?

2. How does Mexico's President Vincent Fox feel about the proposal? Why do you think President Bush opposes complete amnesty for Mexicans living in the U.S.? What are the political stakes involved for both countries?

3. Divide the class into two groups, representing the Mexican and U.S. governments. Have each group research its nation's policy concerning illegal immigration of Mexican nationals into the U.S. Students should also identify the pros and cons of having Mexicans immigrate to the U.S. Instruct them to consider economic, social, cultural, and political factors. Then, divide your class into two groups to debate whether or not the U.S. should grant amnesty to the more than 3 million illegal Mexican nationals living in the U.S. Instruct students to use statistics and details to back their arguments.

4. Why do many Mexicans enter the U.S. illegally? What personal risks and problems do these immigrants assume by entering the U.S.? How does the U.S. benefit from immigrant labor? Why are some Americans opposed to illegal immigration and lax immigration laws? What is your opinion on these issues?

5. TEACHERS: Check out the following CNNfyi.com sites for articles, discussion questions, and lesson plans that address U.S.-Mexico immigration issues:
http://www.cnn.com/2001/fyi/news/06/15/new.frontier/index.html
http://www.cnn.com/2001/fyi/lesson.plans/06/15/new.frontier/index.html
http://www.cnn.com/2001/fyi/lesson.plans/05/24/border.crossers.da/index.html

LINKS:
http://www.cnn.com/2001/US/07/16/bush.mexico/index.html
http://www.mexonline.com/index.htm
http://www.ins.usdoj.gov/
http://www.ncpa.org/pd/immigrat/profiles.html

In the Headlines: Passing the Baton

1. Who is Jacques Rogge? Who did he succeed to become president of the International Olympic Committee (IOC)? How long did Juan Antonio Samaranch serve as president of the IOC? Why do you think he was called "the most powerful sports figure in the world?" What are the responsibilities and challenges associated with being president of the IOC?

2. How did Samaranch impact the evolution of the Olympic Games and the IOC during the last 20 years? We learn in the video that Samaranch leaves the world of sports with a "powerful legacy." Refer students to the links below and other resources to learn more about Samaranch's accomplishments and the controversy surrounding his tenure as IOC's president. Then, divide your class into two groups to debate whether Samaranch's Olympic legacy is positive or negative. Following the debate, have students identify the challenges that Jacques Rogge faces as the IOC's new president. What issues should he address first and why?

LINKS:
http://cnn.com/2001/WORLD/europe/07/16/olympics.president/index.html
http://www.cnn.com/2001/WORLD/europe/07/16/rogge.profile/index.html
http://www.cnn.com/SPECIALS/2001/olympicbid/samaranch.profile.html

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EDITOR'S NOTE:
illegal immigrants
Mexico
President Vincent Fox
amnesty
International Olympic Committee
Jacques Rogge
Juan Antonio Samaranch
legacy

DAILY DESK

Health Desk: Online Drug Rehab

1. What type of program does egetgoing.com offer? How does this drug and alcohol treatment program work? Why is this program unique?

2. According to the video, egetgoing.com can eliminate the stigma attached to being in substance abuse treatment. To what stigma is egetgoing.com referring? Explain. Why do you think this stigma exists?

3. Point out to students that people can become addicted to many different things, including nicotine, food, and gambling, but no addiction is more serious and harmful than alcohol and drugs. Refer students to their textbooks and the links below to learn more about the causes, effects, and treatments for alcohol and drug dependency. Pose the following questions to guide students' research:
   1. Why might someone start abusing drugs and alcohol?
   2. How can people tell if they, or someone they know, has a problem with these substances?
   3. How can genetic, psychosocial, and environmental factors influence the development and manifestations of alcohol abuse?
   4. What impact does substance abuse addiction have on individuals, families and society? What are the emotional, physical, and economic costs?
   5. What is "recovery"? What is the recovery process?
   6. Where can a person with a substance abuse problem turn for help?
   7. What is the difference between inpatient/residential treatment and outpatient treatment?
   8. What services are available at your school for someone with a drug or alcohol problem?

   After students share their findings, have them compile their information and create an informational brochure for other students at your school.

   EXTENSION: Ask students: How does egetgoing.com's treatment program compare to traditional alcohol and drug treatment programs? Do you think egetgoing.com's treatment program is appropriate for teenagers? Why or why not? Challenge student groups to draw upon their knowledge of substance abuse treatment and computers to think of ways that computer technology, including the Internet, can be used to help teens with alcohol and drug addictions. Have students share their ideas in class discussion.

LINKS:
http://www.egetgoing.com/
http://www.ncadd.org/facts/index.html
http://www.ncadd.org/links/index.html
http://www.nida.nih.gov/Infofax/Infofaxindex.html

EDITOR'S NOTE:
egetgoing.com
substance abuse
drugs and alcohol
stigma
treatment program
computer technology

WORLDVIEW

Inside Africa: South Africa University Transformation

1. In what country is the Rand Afrikaans University? What was apartheid? According to CNN's Charlayne Hunter-Gault, how did RAU resemble the University of Georgia in its historic racial legacy?

2. What evidence exists to support the claim that RAU is becoming more racially integrated? What is meant by the term "transformation" in South Africa? Who was the first black student to attend RAU? What limitation was placed on her enrollment? What major obstacle did she face in completing her education? How did she overcome the language barrier? Do students at RAU face the same language barriers today? Explain.

3. How is the university's faculty changing? Why do some black professors still worry about the legacy of apartheid? How is RAU trying to help students who come from disadvantaged areas? What Afrikaaner rituals still exist at the university? How do the black students at RAU feel about these rituals? What "subtle forms of discrimination" do some black students say still exist? According to Charlayne Hunter-Gault, how does the transformation of RAU compare to that of some other institutions in South Africa? How does it compare to what she experienced in the Southern United States?

4. What changes have occurred in South Africa over the past decade? Have your students work in groups to research apartheid and the struggle to eliminate it in South Africa, both domestically and internationally. Share group findings and discuss the people and events that led to the dismantling of apartheid. In class discussion, compare the struggle against apartheid in South Africa to the struggle for civil rights in the U.S. Do students think Charlayne Hunter-Gault's comparisons of affirmative action movements in South Africa and the U.S. are valid? Discuss.

5. Poll students to find out what they know about the language of Afrikaans. Then, have them go on an Internet scavenger hunt to learn more about this language: Who speaks it? What is its origin? Is it similar to any other language? Share student findings. If any of your students speak another language as their native language, ask them to convey to the class what it is like to learn in a school where information is conveyed in a new language.

LINKS:
http://www.rau.ac.za/
http://www.pbs.org/newshour/bb/africa/jan-june98/south_africa_3-26.html
http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html
http://www.geocities.com/afrikaanse/
http://www.afrikaans.com/wazzit-EN.html

EDITOR'S NOTE:
South Africa
Rand Afrikaans University
Afrikaans
transformation
apartheid
marathon
Morocco
Marathon des Sables

NEWS CHRONICLE

Hugging Tour

1. Who is Amma? Where is she from? Why does she dispense hugs? What message is Amma trying to convey? Can you think of other ways that people spread the spiritual message of love?

2. Why do you think so many people line up to get hugs from Amma? What statement does this make

about modern society and the way people deal with stress? If you had the opportunity, would you want to be hugged by Amma? Why or why not?

3. Facilitate a class discussion about the following question: How do your family members and friends express their feelings of love? Write students' responses on the board. Have students identify the different ways that love is expressed, and the cultural and psychological reasons for these differences. Then, ask students: Why do you think some people feel that getting a hug from Amma is better than getting a hug from a "regular mom"?

LINKS:
http://www.ammachi.org/
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/191020?op1=&st1=Family&op2=&st2=&o

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EDITOR'S NOTE:
Amma
India
guru
spiritual
love
hug

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CNN NEWSROOM Guide

July 18, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:25...01:00

Top Story ... 06:10...07:10
-The search for Chandra Levy continues.
-Chandra's disappearance impacts other Washington interns.

DAILY DESK ... 00:25...07:35

Business Desk ... 02:45...10:20
Custom and quality of service dictate the tip in Great Britain.

Business Desk Extra: Pennies ... 02:45...13:05
Are pennies still valuable?

Ask CNN ... 01:00...14:05
Who is the richest person in the world?

WORLDVIEW ... 00:30...14:35

Culture Watch ... 02:35...17:10
Students learn about Islam at the Dar-Un-Noor School.

Inside Africa ... 03:10...20:20
Africa's San people use the radio to preserve their culture.

Artistry in Action ... 03:15...23:35
Dr. Reesom Haile teaches the world about Eritrea through his poetry.

NEWS CHRONICLE ... 00:30...24:05

Remembering Katherine Graham ... 03:20...27:25
Katherine Graham, a leading force in American journalism, dies at 84.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Where is Chandra?

1. Who is Chandra Levy? How long has she been missing? Where and when was she last seen? Why has her case been the focus of so much public attention? What measures have been taken to find Chandra? How do you think Chandra's family and friends are feeling at this point in time? Do you think Chandra's case will impact other missing person cases? Discuss.

2. Who is Gary Condit? What is his relationship to Chandra and the case? Why did Condit take a polygraph test? Inform students that, although police have said Condit is not considered a suspect in the disappearance, two Republicans, Rep. Bob Barr of Georgia and Sen. Trent Lott of Mississippi, have called on Condit to resign over the matter. Refer students to archival news sources, including the first four links below, to learn more about Condit's involvement in this case. Then ask: Do you think Condit should resign? Why or why not? Should the media continue to focus on Condit? Discuss.

3. What types of student internships are available in Washington? Why was Chandra not an average intern? How is Chandra's disappearance affecting other Washington interns? Why are interns and other young people who live away from home vulnerable? Help students brainstorm a list of measures that young adults can take to protect themselves when they are living on their own in a new environment.

4. How many missing person cases are being investigated by the Washington police? What are some of the different reasons that people become missing? Refer students to the last three links below to learn more about the procedures used by law enforcement to handle missing person cases. Invite representatives from your local police department to speak to your class about how they handle missing person cases, and how kids in your community can keep themselves safe.

5. TEACHERS: For an online article on this topic, visit the following CNNfyi.com site: http://fyi.cnn.com/2001/fyi/student.bureau/06/19/dc.internship/index.html

LINKS:
http://www.cnn.com/2001/US/07/17/levy.investigation/index.html
http://www.time.com/time/columnist/lawandorder/article/0,9565,167327,00.html
http://www.cnn.com/video/us/2001/07/16/eo.missing.person.cnn.med.exclude.html
http://www.house.gov/gcondit/
http://www.mpdc.org/frame.htm
http://www.fbi.gov/

EDITOR'S NOTE:
Chandra Levy
missing person
intern
Washington, D.C.
Gary Condit

DAILY DESK

Business Desk: Tipping

1. What is a tip? What percent of the bill is added as a tip at the Charlotte Street Hotel in London? Is tipping compulsory there? What is the typical tip in Great Britain? What guidelines might help you know how much to tip if you are a visitor to that country? What percent of their bill did most of the people interviewed in the video leave as a tip?

2. How does tipping in London compare to tipping in the U.S.? How much do you usually leave as a

tip when you eat out? Are there any times when you don't leave a tip at all? Explain. How do you think you would react if you had received the $16,000 tip mentioned in the video? What do you think motivated this big tipper?

3. Poll students to see if any have worked in jobs where they have earned tips, such as newspaper delivery, restaurants, or valet parking. If students are willing to share, have them discuss how the tipping impacted their take-home pay: What percentage of their take-home pay was made up of the tips they received? Did they rely on tips for the bulk of their income? If so, why? What did they try to do to increase the amount of money they earned in tips? Discuss how this experience affected them as young consumers, especially when it comes to tipping others. What would students who have worked at these jobs like others to realize about tipping?

4. Many people travel internationally this time of year. What should they know about tipping? Divide your class into small groups. Direct each group to choose an international destination. Have each group research and chronicle some experiences a traveler might have from the time he/she boarded his/her flight to the time he/she checked out of the destination hotel. Groups will want to consider baggage handling, taxi (or other transportation) to and from the airport, restaurant experiences, etc. Have each group make a list of these possible experiences and research whether tipping is customary for each, and if so, how much should be given. Have each group share its lists and tipping practices. Compare tipping etiquette among the different countries researched.

5. TEACHERS: Visit the following CNNfyi.com site for a lesson plan on tipping: http://fyi.cnn.com/2001/fyi/lesson.plans/06/28/tipping/index.html

LINKS:
http://www.tipping.org/
http://uppereastside.about.com/citiestowns/midlanticus/upp[illegible]eastside/library/bltippinga.htm?iam=dpile&
http://airtravel.about.com/travel/airtravel/c/ht/01/04/How_[illegible]_Traveling0988668017.htm?iam=dpile&ter

Business Desk Extra: Pennies

1. How many pennies did the U.S. Mint produce last year? What legislation has Congressman Jim Kolbe introduced and why? What is Mark Weller's position on the proposed legislation? In what ways are pennies still useful coins? Why do you think most Americans want to keep the penny? How does the penny serve as a hedge against inflation?

2. Direct students to the fourth website below, the Americ[illegible]ns for Common Cents "Ten Reasons to Keep the Penny" list. As a class, read and discuss the c[illegible]tural, economic, and charitable issues that support keeping the penny. Then divide the class into g[illegible]ups. Challenge each group to come up with as many reasons as they can for getting rid of the penny. (See if they can come up with ten reasons.) Allow groups time to conduct research, if needed. Have each group share its list. Poll students to see how many favor keeping the one cent coin and how many favor abolishing it.

LINKS:
http://pennypage.com/default.asp
http://www.pennies.org/index.html
http://www.pennies.org/history/intro.html
http://www.pennies.org/topten.html
http://www.usmint.gov/

EDITOR'S NOTE:
tipping
Great Britain
legislation
U.S. Mint

penny

WORLDVIEW

Culture Watch: Dar-Un-Noor School

1. What type of school is featured in this video? What are the students studying? How many people claim Islam as their religion? What is the Koran?

2. Why do students attend the Dar-Un-Noor School? According to the video, why is it hard to be a Muslim and an American? What stereotypes are associated with Islam? Refer students to the first link below and other news resources to find out what political events have increased the prejudice against Islamic Americans and why. What are the consequences of stereotyping for Islamic students and the U.S. as a whole?

3. How does Islam compare to Christianity and Judaism, which are practiced by many Westerners? Ask students to create graphic organizers that compare the three religions, using current social studies texts, reference materials, and the last Web site below. After graphic organizers are complete, have students discuss the similarities and differences among these religions. How might this information be used to reduce the stereotypes and stigma that are associated with Islam? Discuss.

LINKS:
http://cnn.com/US/9812/28/muslim.teens/index.html
http://www.muslimcenter.org/
http://www.islamic-edu.org/
http://judaism.mmingco.com/
http://www.rcls.org/deskref/Religion/Catholicism/

Inside Africa: Bushmen Radio

1. What country are the San bushmen from? What are the native languages of the San people? Why is the San language in jeopardy? What is the X-K FM doing to address this problem? How do you think the X-K radio station will impact the lives of the San people?

2. Inform students that South Africa's San people are one of many indigenous groups whose culture and language are facing extinction as a result of globalization. According to the United Nations Development Program, "More than 2,500 native languages, many of which hold vital information about the natural environment, could disappear in the immediate future." Refer students to the last link below and other resources to create a list of some of these endangered cultures and their languages. Have students locate these indigenous groups on a world map. Then, group students and have each group research the history of one of these cultures and its language, and identify the factors that threaten its existence. Ask students to consider the following questions in their research:
   - Did the community voluntarily give up its culture language?
   - Did economic and political factors cause the indigenous people to give in to dominant culture? If so, how and why?
   - What measures are being taken to preserve the culture and its language?

   After groups present their findings, ask: Why is it important to preserve indigenous cultures and languages? What else, if anything, should be done to protect these cultures and languages?

LINKS:
http://www.ijnet.org/Archive/2001/1/5-8137.html
http://web.sn.apc.org/wmail/issues/970530/NEWS32.html
http://home.earthlink.net/~dahma/GPYRESEARCH.htm
http://www.tierramerica.net/2001/0218/acent2.shtml

BEST COPY AVAILABLE

Artistry in Action: Eritrean Poet

1. Who is Dr. Reesom Haile? What nation is he from? What is the mission of his work? What is the national language of Eritrea? How did Haile's experience in exile prepare him to become Eritrea's poet laureate?

2. Have students work in groups to learn more about the history of Eritrea and its border war with Ethiopia. To help students focus their research, instruct them to consider the following questions:
   1. What was the reason for the fighting between Eritrea and Ethiopia?
   2. To what nation did Eritrea belong before its people secured its independence in 1993?
   3. What boundaries does Eritrea use in defining its nation?
   4. Why did this interpretation of Eritrea's national borders prompt violence?
   5. How did the conflict affect the health and welfare of Eritrea's citizens?
   6. What is the status of the conflict?

   After students present their findings, have them discuss whether or not they think Eritrea and Ethiopia have achieved lasting peace.

3. Ask students to consider the importance of Dr. Haile's efforts to preserve Eritrea's history and language. Group students and refer each group to the last five links below to select one of Dr. Haile's translated poems. Instruct students to analyze the meanings of the poems and what they reveal about Eritrea and the global community. Then, have each group read its poem and share its analysis with the class.

   EXTENSION: What is the function of a "poet laureate"? Have students research the tradition of poet laureate, including when the tradition began in the U.S. and Britain. Ask groups to find out names of previous poet laureates and bring several examples of their work to class. Have each group select one poet and perform a reading of one of his/her poems for the class.

LINKS:
http://www.sas.upenn.edu/African_Studies/Country_Specific/Eritrea.html
http://www.asmarino.com/asmarino/
http://www.thing.net/~grist/ld/haile/reesom.htm
http://www.thing.net/~grist/ld/haile/ky-reesm.htm
http://www.thing.net/~grist/ld/haile/hailepre.htm
http://poetry.about.com/arts/poetry/library/weekly/aa080399.htm
http://store.yahoo.com/africanworld/wehavourvoic.html

EDITOR'S NOTE:
Muslim
Islam
stereotype
South Africa
San bushmen
poet laureate
globalization
Eritrea

NEWS CHRONICLE

Remembering Katherine Graham

1. Who was Katherine Graham? Why was she considered one of the most influential and admired women of her generation? When and under what circumstances did she take over as chairman of The Washington Post Co.? How did Graham influence the evolution of the Wahington Post? Based on the information in the video, what challenges do you think she encountered as a newspaper

executive?

2. What two precedent setting stories did the Washington Post cover in the 1970s that earned the paper a place in American history. Divide your class into two groups. Refer students to their texts and multimedia resources to learn about either the publication of the Pentagon Papers or the Watergate scandal. As part of their research, have students identify the role and impact of the Washington Post on these events. After groups share their findings, ask: Why do you think the Pentagon Papers and the Watergate scandal are considered "two of the most celebrated episodes in American journalism"? What is "freedom of the press" and how did the Washington Post's coverage of these events challenge this right? What risks did Graham assume by allowing the Washington Post to cover these stories? How did these events influence American journalism? Why do you think the Washington Post considered one of America's most "powerful papers"?

3. Katherine Graham was successful, in part, because she was passionate about her work. Graham once said, "To love what you do and feel that it matters -- how could anything be more fun?" As a class, discuss the significance of this philosophy. Then, have students write journal entries on how they might apply this philosophy to their own lives.

LINKS:
http://www.cnn.com/cnnfn/2001/07/17/news/graham/
http://www.washingtonpost.com/wp-dyn/articles/A9198-2001Jul17.html
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/594770?op1=&st1=Watergate&op2=&st2=
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/210320?op1=&st1=Pentagon+Papers&op2

EDITOR'S NOTE:
Katherine Graham
journalism
Washington Post
Watergate
Pentagon Papers

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CNN NEWSROOM Guide

July 19, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:35...01:10

Top Story ... 06:50...08:00
-A shark attack victim cautions the public about shark attacks.
-Should divers swim with sharks and give them food?

DAILY DESK ... 00:25...08:25

Science Desk ... 02:50...11:15
An inventor discusses the benefits of urethane tires.

Science Desk Extra: Hurricanes ... 02:35...13:50
The Atlantic hurricane season has arrived.

WORLDVIEW ... 00:30...14:20

Political Front ... 04:50...19:10
Women's Studies programs are growing on college campuses.

Wild Kingdom ... 04:10...23:20
Researchers are developing a whistle-based language to communicate with dolphins.

NEWS CHRONICLE ... 00:25...23:45

Getting To Mars ... 02:35...26:20
NASA examine the human risks associated with Mars exploration.

Ask CNN ... 01:00...27:20
Are there elements on the moon or Mars that do not exist on Earth?

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Shark Attacks

1. How many shark attacks occur each year worldwide? How many of these attacks are fatal? Who is

Jessie Arbogast? Why has he been the focus of so much media attention? Where did Chuck Anderson's shark attack take place? How is he using his experience to help others? What can people do to protect themselves from shark attacks?

2. What type of shark is featured in the second CNN NEWSROOM segment? How does this species of shark compare to the sharks that are featured in Hollywood movies? Why do many divers like to swim with and feed sharks? Why is this practice controversial?

3. What's your opinion of sharks? Should they be feared or revered? Refer students to multimedia resources, including the links below, to learn more about different types of sharks. Help students create a list of different shark species. Then pair students and assign each a species of shark. Have each pair prepare a presentation about the shark, that includes the following information about the species:
   1. where it can be found
   2. physical characteristics
   3. senses
   4. behaviors
   5. habitat
   6. diet and eating habits
   7. life span
   8. predators
   9. its relationship with humans, including the effects of human interaction.

   After students present their findings, inform them that according to the Florida Museum of Natural History, "79 unprovoked shark attacks occurred worldwide in 2000; the highest number since tracking began in 1958." Then ask: To what extent do you think people are responsible for the increasing number of shark attacks? What is your opinion of people feeding sharks? Do you think it is important to protect all species of sharks? Discuss. Have students consider how sharks are importance to the environment and economy. Following the discussion, have students compile their information and create a publication that can be used as library resource at your school.

4. TEACHERS: For a CNNfyi.com article and lesson plan on preventing shark attacks, visit the following Web site:
   http://fyi.cnn.com/2001/fyi/lesson.plans/07/16/shark.attack/

LINKS:
http://www.cnn.com/2001/US/07/18/shark.attack/index.html
http://www.cnn.com/2001/US/07/17/when.sharks.attack/index.html
http://www.seaworld.org/Sharks/pageone.html
http://www.detnews.com/96/discover/9701/10/01060033.htm
http://www.flmnh.ufl.edu/fish/Sharks/Attacks/perspect.htm

EDITOR'S NOTE:
sharks
Jessie Arbogast
docile
divers
natural behavior

DAILY DESK

Science Desk: No Rubber Tires

1. Who is Richard Steinke? What are some characteristics about the tires he has developed? Why does Amerityre not use rubber in its tires? Why do you think Steinke claims that his polymer is better than rubber?

2. Why can't urethane tires shed their treads? What are some advantages of urethane tires not requiring air? How far will the tire go without any air? What is an advantage of using air in the urethane tires?

3. What is Steinke waiting for to begin production of urethane tires? How do you think Amerityre will compete with other tire companies? What are some benefits of using urethane tires? What do you think are some other examples of products that would benefit from using urethane tires?

4. Inform students that properties of the different forms of polyethylene are reflected in their uses. Have each student identify examples of products whose molecules are linear, branched and cross-linked. Create a list of the students' answers on the board, using columns labeled linear, branched and cross-linked. Then ask: Why do you think polymers with a linear molecular structure are more easily recyclable than polymers with a cross-linked molecular structure? Why are products made out of natural rubber more easily recyclable than products, such as tires, made out of vulcanized rubber?

5. Divide the students into four groups. Have each group research one of the following materials and create a 2-3 minute presentation to the class, promoting the assigned material as the best to use for tires: natural rubber, styrene-butadiene rubber, neoprene and urethane. Generate a class discussion on the benefits and drawbacks of using each material for tires. Poll students to determine which tire they would want to use on their car in the future.

LINKS:
http://www.pcourethane.com/urethane101.html
http://www.sunray-inc.com/urethane.html

Science Desk Extra: Hurricanes

1. When does the Atlantic hurricane season begin and end? What were Hurricane Andrew's sustained wind speeds when it hit Florida? How much did the storm cost property owners? How do organizations like the American Red Cross help hurricane victims?

2. Inform students that in 1935, a Category 5 Hurricane killed more than 400 people in the Florida Keys. In those days, there was little advance warning for hurricanes. How has modern technology enabled us to prepare for severe storms and protect life and property? Have groups of students research what we know about hurricanes and list these facts. Share group lists and discuss how technological advances have helped improve the survival rate for those living in hurricane prone areas. Focus students on advance warning systems, hurricane forecasting, and stronger building materials and codes in the discussion. Then ask students to consider what we don't know about hurricanes. Why is hurricane forecasting still not an exact science? What advances do students think they will see in their lifetimes that may reduce the human, environmental, and economic costs of hurricanes? Discuss.

3. Be sure that students know how to care for themselves in the event of a natural disaster in your area. Ask someone who works on an emergency planning board in your town to visit your classroom and explain steps people need to take when a disaster strikes. Have students create posters that explain how to be ready in the event of a natural disaster in the community.

4. TEACHERS: For a CNNfyi.com article and lesson plan related to hurricanes, go to:
http://fyi.cnn.com/2001/fyi/news/05/21/hurricanes/index.html
http://fyi.cnn.com/fyi/interactive/specials/weather/lesson.plans/hurricane.lp.html

   Also, be sure to check out Riverdeep.net's "Hurricane Lab," at:
http://www.riverdeep.net/earthpulse/data/hurricanes/hurricane_lab.html

LINKS:

http://hurricane.terrapin.com/
http://www.nhc.noaa.gov/
http://windows.arc.nasa.gov/cgi-bin/tour_def/earth/Atmosphere/hurricane/surge.html
http://www.fema.gov/pte/prep.htm

EDITOR'S NOTE:
rubber
polymers
urethane
Amerityre
tires
hurricane season
American Red Cross

WORLDVIEW

Political Front: Women's Studies

1. When was the first Women's Rights Convention held? Who organized this first event? What is the purpose of the convention? How has this convention contributed to the advancement of women's rights over the years?

2. How many Women's Studies programs exist on college campuses in the U.S.? What do some of the students interviewed in the video think of their Women's Studies courses? What stereotypes have these courses helped to break? What is the focus of Dr. Tammy Corley's class at the University of Georgia? What daily issues do women face that most men do not? In what ways do "women bear a disproportionate amount" of the world's woes?

3. Why is education so important to women today? What economic issues are covered in Dr. Corley's class? What changes does Dr. Corley believe have helped women? Do you agree or disagree with her? Explain.

4. What issues do students think have the greatest bearing on the status of women today worldwide? Divide the class into small groups. Assist groups in conducting research to learn more about issues facing women around the world, including equal pay for equal work, female representation in government, women's suffrage, and educational opportunities for women. Then, have each group choose one country and research the status of women in that country in terms of the issues they have examined. Have each group offer a formal presentation of its findings. In what countries is the outlook for women best? Which are the worst societies for women, and why?

   Note to teachers: Some of the Web sites that focus on women's issues may contain content that is not appropriate for younger students. We recommend that teachers preview these sites before having students visit them.

LINKS:
http://umbc7.umbc.edu/~korenman/wmst/programs.html
http://www.nwhp.org/
http://www.lwv.org/
http://www.un.org/womenwatch/un/
http://fyi.cnn.com/2001/fyi/teachers.tools/03/12/womens.history/index.html

Wild Kingdom: Dolphin-Human Communication

1. Who is Ken Marten? What research are Marten and his team conducting? Where is their research

lab located? What is the primary goal of their research? Why has Marten compared himself to Dr. Dolittle?

2. How do Marten and his team communicate with the dolphins? What is the purpose of the puppet dolphin? Why do you think the puppet is called the "teacher's pet"? Why do you think this training method has been successful? What methods have researchers developed to determine that the dolphins are able to communicate?

3. Have students conduct further research on bottlenose dolphins. They may want to identify physical characteristics, behavior, diet and communication. Generate a class discussion on the following questions: Why do you think dolphins are often used for performances? What other types of animals would make good performance animals?

4. Have students brainstorm a list of animals that could be taught to communicate with humans. Pair students. Have each pair select one of the animals from the list. Instruct students to research the techniques and challenges associated with teaching the animals to communicate with humans. Ask: Do you think both humans and animals would benefit from learning how to communicate with each other? Do you think Ken Marten's research poses ethical issues? Discuss.

   EXTENSION: Inform students that Ken Marten is an "animal behaviorist." Animal behaviorists are scientists that consider all of the possible influences on animal behavior, such as heredity, physiology, environment, food and climate. Invite an animal behaviorist to speak with the class. Ask the speaker to talk about his/her field, including degrees needed, working conditions, and employment opportunities.

LINKS:
http://fyi.cnn.com/2001/fyi/news/04/04/dolphins/
http://www.seaworld.org/bottlenose_dolphin/bottlenose_dolphins.html
http://www.discovery.com/stories/nature/dolphins/dolphins.html
http://www.tmmc.org/dolphins.htm

EDITOR'S NOTE:
Women's Rights Convention
professional women
social roles
dolphins
language
whistle
communication

NEWS CHRONICLE

Getting To Mars

1. Why are NASA and other researchers at Devon Island? How long would it take astronauts to get to Mars? What are some of the key health risks associated with such a trip? According to the poll, what type of professional is the most essential to have on a Mars expedition? Do you agree? Why or why not?

2. Refer students to the links below to learn about the Mars Arctic Research Station on Devon Island, and the similarities between Devon Island and Mars. Have students share their findings in a class discussion.

   To learn more about what it would be like to live on Mars, check out CNN.com's Webcasts from the Haughton-Mars base camp on Devon Island today and tomorrow at 11:30 a.m. (ET). The Webcasts can be accessed at the following site: http://www.cnn.com/video/webcast/2001/

marscamp/frameset.exclude.html

3. TEACHERS: For a lesson plan and additional information on exploring Mars, visit the following CNNfyi.com and Riverdeep.net sites:
http://fyi.cnn.com/fyi/interactive/specials/space/lesson.plans/mars.odyssey.lp.html
http://www.riverdeep.net/teaching_the_news/news_2000/july/070500_mars.jhtml

LINKS:
http://merlin.bethune.yorku.ca/trek/mars/devon.htm
http://www.marssociety.org/
http://www.cnn.com/2001/TECH/space/07/18/downlinks/index.html

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EDITOR'S NOTE:
Mars
Devon Island
exploration
human risks

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CNN NEWSROOM Guide

July 20, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:45...01:25

Top Story ... 02:20...03:45
As the Bonn Climate Conference convenes, all eyes are on the delegates from Japan.

Top Story ... 02:40...06:25
Pres. Bush gets some support from an important ally.

In the Headlines ... 03:10...09:35
Protests gear up in Genoa, site of the G8 Summit.

DAILY DESK ... 00:25...10:00

Editor's Desk ... 02:40...12:40
Paul Taylor relies on experience and art for his inspiration.

Web Site Information ... 00:45...13:25
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:25...13:50

Around the World ... 02:40...16:30
AAA in California offers an unusual driver's education class.

Teen Driving Restrictions ... 02:45...19:15
Should U.S. states impose laws that restrict novice drivers?

Amphibian Car ... 02:00...21:15
The Amphicar rides on land and in the water.

City Scooter ... 02:40...23:55
BMW produces a hybrid scooter.

NEWS CHRONICLE ... 00:25...24:20

Chicken Portraits ... 02:40...27:00
Feast your eyes on these photogenic fowl.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Climate Conference

1. How many countries are represented at the latest climate conference? Where is the meeting taking place? What is the Kyoto Protocol? How does President Bush feel about this treaty? How many countries have ratified it? How many must ratify it in order for it to take effect? Why are several industrialized nations against this treaty? To what nation are supporters of the treaty looking for help?

2. Why is Japanese support so vital to the success of the Kyoto Protocol? Why did the United States pull out of this treaty? How do Europeans feel about the American position on the Kyoto treaty? What do environmentalists think of the treaty?

3. What provisions are contained in the Kyoto Protocol? Why is the treaty controversial? Have students work in groups to research the Kyoto Protocol and the views in support of and against this treaty. Then, assign each group the role of one of the following: a group of environmentalists, aides to the United States ambassador to Japan, European ambassadors to Japan, and representatives from the United Nations Framework Convention on Climate Change. Direct each group, acting as that organization, to use its information to write a letter to the Japanese government, encouraging Japanese leaders either to support or reject the Kyoto Protocol. Have groups share their letters and discuss the different perspectives on this treaty.

4. TEACHERS: For more information and activities related to global warming, visit the following Riverdeep.net site: http://www.riverdeep.net/earthpulse/data/globalwarming/globalwarming_lab.html.

LINKS:
http://www.cnn.com/SPECIALS/1997/global.warming/stories/treaty/
http://www.unfccc.de/
http://www.eia.doe.gov/oiaf/kyoto/kyotorpt.html
http://www.state.gov/www/global/global_issues/climate/index.html
http://www.unido.org/doc/f310797.htmls
http://www.globalclimate.org/
http://www.cnie.org/nle/clim-3.html

Top Story: U.S.-Britain

1. Where was President Bush yesterday? With whom did he meet? What did President Bush indicate about his position on the Kyoto Protocol? How did Prime Minister Blair react? What did President Bush have to say about his plans for a missile defense system? What did Prime Minister Blair offer as the British response?

2. Who is Tom Daschle? What are his views of the president's positions on global warming and missile defense? Why did the Bush team complain about Senator Daschle's comments? With whom do you agree? Why? In your opinion, should Senator Daschle have timed his remarks differently? State your rationale.

3. Why do you think Prime Minister Blair was so careful not to voice opposition to President Bush's views on missile defense and global warming? What do you think both the U.S. and Great Britain gain by presenting a united front on these issues?

LINKS:

http://www.cnn.com/2001/WORLD/europe/07/19/bush/index.html

In the Headlines: G8 Security

1. In what country is the city of Genoa? What important meeting is about to be held there? What tough questions is President Bush expected to encounter there? How are Genoa authorities responding to the possibility of demonstrations throughout the city? Why do you think one activist described the situation in Genoa as "a war"?

2. What is globalization? Why are some, like Alex from Austria, against globalization? Why are protest organizers afraid that violence could break out? What is an anarchist? Who are some of the activists who may try to provoke confrontation? Why do you think they would do this? How are government officials responding?

3. Divide your class into three groups to prepare presentations about the benefits and liabilities of globalization as it relates to one of the following: Consumers and employees, multinational and small Western businesses, or workers in a Third World nation. Following the presentations, have students discuss the following questions: What are the benefits and downsides of economic globalization? Are you in favor of economic globalization? Why or why not?

LINKS:
http://www.cnn.com/2001/WORLD/europe/07/18/agenda.g.8/index.html
http://www.time.com/time/2001/g8/
http://www.time.com/time/2001/g8/story.html
http://www.time.com/time/nation/article/0,8599,35294,00.html
http://www.g7.utoronto.ca/
http://www.genoa-g8.it/eng/index.html

EDITOR'S NOTE:
Kyoto Protocol
global warming
George W. Bush
Tony Blair
missile defense
G8
globalization
anarchists

DAILY DESK

Editor's Desk: Paul Taylor Dance Troupe

1. What was the Great Depression? How do you think it influenced choreographer Paul Taylor? What is his latest work? According to the video, does Taylor like to take risks? Explain. What is an "artistic risk"? Do you ever take risks that ultimately might improve yourself, your hobby, or your work? Explain.

2. Why does Paul Taylor respect performers who love audiences? What does this imply about Taylor's relationship with audiences? Why is the business side of a show so important to Taylor? What does he worry about? Who does he rely on the most for money? Why? What significant honor has Taylor received? Why do you think Taylor finds all his awards hard to believe?

3. How do life experiences influence art? Have students divide into pairs. Each pair should secure a copy of a movie, book, poem, or song that both members like. Then have students determine the answers to the following questions: What may have influenced the author of the piece to create it? How does he/she express that influence in the piece? How do you think the author felt about that

influence? Direct students to share their findings with their classmates, and discuss how other art studied in the classroom reflects the artists' lives and times.

LINKS:
www.paultaylor.org
www.ptdc.org
http://www.britannica.com/seo/p/paul-belville-taylor/
http://encarta.msn.com/index/conciseindex/2F/02F4A000.htm?z=1&%3Bpg=2&%3Bbr=1
http://www.culturekiosque.com/dance/
http://wwar.com/categories/Dance/Choreography_Related/

EDITOR'S NOTE:
Paul Taylor
dance company
Great Depression
prolific

WORLDVIEW

Around the World: Teen Driving Raceway

1. What is the leading cause of death for U.S. teenagers? Why is this so? What is the purpose of the driver training program featured in the video? Would you be interested in taking this course? Discuss.

2. Does your school offer a driver education program? If so, how is the program regarded by the students at your school? If you have taken the course, did you find it useful? Why or why not? As a class, have students identify the components of an ideal driver's education program for teenagers.

3. What percentage of U.S. public high schools still offer driver education programs? Refer students to the links below and other resources to learn about the debate surrounding driver education program cuts and why these cuts have taken place. Then, divide your class into two groups to debate whether driver's education should be compulsory for high school students. Have students substantiate their opinions with facts.

LINKS:
http://www.aaafoundation.org/text/research/lonaro.htm
http://www.nhtsa.dot.gov/
http://adtsea.iup.edu/adtsea/TheChronicle/winter_94/a_comparative_study.htm
http://www.drivehomesafe.com/teen_driving_fatality_information_start_page.htm

Teen Driving Restrictions

1. Why are some U.S. states imposing laws that restrict the number of passengers that novice drivers can transport? How do these restrictions vary? Do you think teen drivers will adhere to passenger restriction laws? Why or why not? What is your opinion of this type of law?

2. U.S. News reports that, while 16-and 17-year-olds represent only about 2% of all drivers, they are involved in nearly 11% of crashes. Read this statistic to your students, and ask them what they think should be done to further reduce the number of accidents involving teenage drivers. Direct groups of students to the first Web site below to examine and compare the state-by-state driving laws for teenagers in the U.S. Ask:
   - Which states have the toughest laws?

- Are these laws, in your opinion, reasonable?
- Which states are the most lenient towards teenage drivers?
- How would you rate your state's teen driving laws?

Focus on the driving laws for teenagers in your state. Do your students know any teenaged drivers who were involved in accidents over the past year? If so, were any of these drivers at fault? Generate a class discussion about what your state can learn from other states in regulating teen driving. To what extent, if any, are students willing to give up some driving privileges to promote public safety? Discuss.

LINKS:
http://www.chumd.com/LifeStyle/Personal_Health/20-SEP-2000/102799_en.html
http://www.golocalnet.com/drivingage/
http://www.ai.net/~ryanb/
http://www.usnews.com/usnews/news/drivhigh.htm
http://www.nhtsa.dot.gov/

City Scooter

1. What is the BMW C-1? How is it different from other scooters and motorcycles? Why did BMW develop the C-1 scooter? Where is the vehicle being marketed? What is your opinion of the C-1?

2. Point out to students that BMW has no plans to market the C-1 in the U.S., Canada and Australia, in part, because the company must first find out whether the vehicle can meet these nations' motorcycle or automobile safety standards. Can you think of other reasons why BMW isn't marketing the C-1 in these nations at this point in time? Discuss. Inform students that a BMW C-1 costs $6,000 dollars. Do you think this price is reasonable? Why or why not? Do you think this vehicle would sell well in the U.S., Canada and Australia? Why or why not?

3. In the video, we learn that the C-1 is defining a whole new class of vehicles. Have students discuss the meaning of this statement, and define the criteria for this new class. Then, divide your class into groups and have students assume the role of an automotive designer. Challenge each group to develop a design for this new class of vehicle. Students can access the links below for automotive design information. Have students name their vehicle designs and create illustrations that highlight their features.

LINKS:
http://cnn.com/2001/TECH/ptech/04/20/scooter/index.html
http://www.bmw-c1.com/c1/english/index.htm
http://www.bmw.com/
http://www.automotivedesign.com/
http://www.conceptcar.co.uk/

EDITOR'S NOTE:
teenage drivers
driving privileges
restrictions
amphibian
hybrid
scooter

NEWS CHRONICLE

Chicken Portraits

1. What kinds of animals are featured in the book "The Fairest Fowl"? Who created this book? How did she come to admire chickens? How are these chickens different from those most people have

seen? What features make them show chickens?

2. If your students watch CNN, they've probably noticed that Jeanne Moos' reports are often full of puns, rhymes, alliteration and plays on words. This is part of her unique style. Challenge your students to tell a story using some of these same literary elements. Offer them some examples to get them started. Help them approach this seemingly *poultry* task with *beak* expectations. Direct students to write their stories. Share these with the class. Present a "Feather in Your Cap Award" to the student who wrote the best story with the most creative use of words.

LINKS:
http://www.backyardchickens.com/
http://alphahen.com/seohiopb.html

EDITOR'S NOTE:
show chickens
fowl
chic

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

July 23, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:40...01:20

Top Story ... 05:40...07:00
Leaders of the U.S. and Russia emerge from the G8 Summit with an announcement on arms reduction.

In the Headlines ... 01:00...08:00
Political unrest grips Indonesia.

DAILY DESK ... 00:30...08:30

Environment Desk ... 02:20...10:50
The state of New Jersey is being developed at an astounding rate.

Desk Extra: Worsening Hurricanes ... 02:30...13:20
Scientists predict more and stronger hurricanes in the near future.

Ask CNN: Hurricane Names ... 01:00...14:20
How do hurricanes get their names?

WORLDVIEW ... 00:25...14:45

Around the World ... 04:15...19:00
Travelers feel like explorers in Papua New Guinea.

Culture Watch ... 02:30...21:30
The Wigmen are the most famous symbols of Papua New Guinea's Huli culture.

Taking Care of Business ... 02:30...24:00
Ladies Day at the Royal Ascot features more hats than horses.

NEWS CHRONICLE ... 00:30...24:30

Our World ... 02:45...27:15
Mattie Stepanek is a writer inspired by the challenges of life.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: G8 Summit/Missile Defense

1. Who is the current president of Russia? Where did he and U.S. President Bush recently meet? What surprise announcement did these two leaders make? What key U.S. demand did the Russians accept? What key Russian demand did the U.S. accept?

2. Approximately how many nuclear warheads currently exist in U.S. and Russian arsenals? To what level have both nations agreed to cut their arsenals by 2007? Why is President Putin interested in further slashing this number?

3. How does progress on the arms issue contrast with the summit's progress on global warming? Why did President Bush block consensus on endorsement of the Kyoto Protocol? Why was British Prime Minister Blair upset over media coverage of this summit? Do you think his concerns are justified or overblown? Explain.

4. Which U.S. political interests are likely to approve of President Bush's announcement on arms talks? What kind of missile program is President Bush promoting in the U.S.? Why are some in the U.S. skeptical about the missile defense shield? How is Mr. Bush replicating the strategy of former President Reagan on this issue?

5. In defining his stance against the 1972 Anti-Ballistic Missile Treaty, President George W. Bush has said, "Now is the time not to defend outdated treaties but to defend the American people." He has also repeatedly stated that the Cold War is over, and the U.S.-Russia relationship needs to be redefined. Challenge your students, working in groups, to determine how that relationship should be redefined. Have groups research the Cold War and the events and ideological forces that shaped the U.S.-Soviet relationship in that era. Then, have each group use its findings to write an analysis of U.S.-Soviet relations during the Cold War and a prognosis for future relations between the U.S. and Russia.

LINKS:
http://www.genoa-g8.it/eng/index.html
http://www.cnn.com/2001/WORLD/europe/07/22/genoa.raid/index.html
http://geography.about.com/library/misc/blg7.htm?iam=dpile&terms=%2BG8
http://www.cnn.com/2001/WORLD/europe/07/22/bush.putin/index.html
http://www.cnn.com/SPECIALS/cold.war/
http://cwihp.si.edu/
http://fas.org/nuke/control/abmt/

EDITOR'S NOTE:
G8
Vladimir Putin
George W. Bush
nuclear arsenal
global warming
missile defense
Kyoto Treaty
Indonesia

DAILY DESK

Environment Desk: N.J. Suburban Sprawl

1. What is "suburban sprawl"? What factors cause suburban sprawl? To what extent is the state of New Jersey being affected by development? If development continues at its current rate, when will

all open space in New Jersey be gone? How has the lack of regional planning contributed to the state's development problems?

2. Refer students to the links below to learn more about the economic, environmental, and social impact of suburban sprawl. Then share the following quote by author Sherilyn Wells: "A developer does not just build a subdivision or an apartment: he/she is helping to bind or tear apart the intangible structure of a community with every strike of the hammer. Long after the developer has moved on, neighbors will experience the developer's 'legacy' on a personal, daily basis." Have students draw upon their research to discuss the meaning and significance of this quote.

3. How is New Jersey's governor addressing the suburban sprawl problem? Refer students to the first four links below to learn more about New Jersey and the state's Development and Redevelopment Plan. Have students list the main components of the plan on the board and discuss the following questions: Why is it important that development in New Jersey be planned and coordinated? How do you think property owners and developers feel about the plan? What is your opinion of the plan?

4. In your opinion, what are the benefits and drawbacks of living in suburbia? Has your city or state been affected by population growth? If so, how has the growth impacted the quality of life in your area? Refer students to the last two Web sites below to identify how their state ranks in terms of open space protection, land use planning, transportation planning and community revitalization. Have students share their findings and discuss the reasons for the various ratings.

   EXTENSION: Ask students to consider what issues their community would have to address if its population doubled in 20 years. Then divide the class into small groups and tell students in each to pretend they are city or county planners, assigned with the task of planning for rapid population growth in their community. Assist groups in researching the issues that planners would have to address, such as school capacity, traffic, and public services, including water, sanitation, and police. Direct groups to develop strategies for meeting these challenges. Have each group present its plan. Discuss the problems associated with rapid growth and local government responses to these problems. In what way are the problems faced by New Jersey faced by every growing community? Discuss.

LINKS:
http://www.state.nj.us/
http://www.njfuture.org/HTMLSrc/stateplan.html
http://www.njfuture.org/HTMLSrc/SprawlSurvey.html
http://www.njfuture.org/index.html
http://www.sierraclub.org/sprawl/50statesurvey/
http://www.sierraclub.org/sprawl/reports/

Desk Extra: Worsening Hurricanes

1. According to scientists, when did the latest period of stronger hurricanes begin? For how long will this period of increased hurricane activity last? What factors are contributing to this period of stronger, more frequent hurricanes? How does this impact the odds of a serious hurricane hitting the U.S. over the next ten years?

2. How do scientists "rate" hurricanes? What do these ratings tell scientists about hurricane activity and long-term weather patterns? Direct your students to the Internet and other resources to learn more about the Saffir-Simpson Scale. Share student findings. Next, divide the class into small groups. Have each group choose one time period of 1 to 10 consecutive hurricane seasons. (Note: You may want to cover as many hurricane seasons as you can, given your class size and number of groups involved in this activity.) Direct each group to research the number and severity of hurricanes that season, and demonstrate this information graphically. Have each group present its graph. Recap all the data in chronological order and ask students to make observations about the cyclical nature of the earth's climate.

3. Teachers: Explore Riverdeep.net's Hurricane Lab at this site: http://www.riverdeep.net/earthpulse/data/hurricanes/hurricane_lab.html.

   For related CNNfyi.com lesson plans on hurricanes, visit these Web sites:
   http://fyi.cnn.com/2001/fyi/lesson.plans/07/19/hurricanes/index.html.
   http://fyi.cnn.com/fyi/interactive/specials/weather/lesson.plans/hurricane.lp.html.

LINKS:
http://www.nhc.noaa.gov/
http://www.nhc.noaa.gov/aboutsshs.html
http://www.fema.gov/library/hurricaf.htm

EDITOR'S NOTE:
New Jersey
suburban sprawl
development
regional planning
hurricane
disaster
cycles
water temperature

WORLDVIEW

Around the World: Papua New Guinea Profile

1. Locate Papua New Guinea on a world map. Why isn't tourism one of its chief industries? When did Papua New Guinea gain its independence? Who governed Papua New Guinea for most of the 20th century?

2. What are some precautions women should take when visiting this country? How would you describe the role of women in Papua New Guinea? How would you describe the pace of life in this country? What is meant by the term "infrastructure"? How does Papua New Guinea's infrastructure hinder the growth of tourism there?

3. In the video, we hear Papua New Guinea described as a tourist "niche market." Ask students what this term means. Point out to students that the government of Papua New Guinea has targeted tourism as a priority area for economic development. Ask students to consider what kind of market there might be for tourism in Papua New Guinea. Divide the class into groups, and have each group draft a plan of action for development of tourism in Papua New Guinea. The plans should indicate what aspects of the nation's tourist industry should be developed, how this would be done, and the target market for tourism. Have each group present and discuss its plan.

LINKS:
http://geography.about.com/library/cia/blcpapua.htm
http://www.pngembassy.org/
http://www.peacecorps.gov/countries/papuanewguinea/

Culture Watch: Papua New Guinea Highlands

1. Who are the Wigmen? Of what are their wigs made? What are some things they use to decorate these wigs? Describe the tribal ritual experienced by the tourists from the Ambua Lodge. What can each of these "sing-sings" represent?

2. Have you ever witnessed an unfamiliar culture's rituals or traditions? If so, describe what you experienced. What did the experience teach you about that particular culture? What do you think the tourists in the video gained from observing the Huli Wigmen?

3. What is an anthropologist? Point out that everything we know about the Huli culture, we know thanks to anthropologists. Challenge your students to take on the role of amateur anthropologists by having them study the cultures of other indigenous peoples. Divide the class into groups, and have each select one of these cultures to examine, such as Australia's Aborigines or one of the Native American tribes. Direct each group to conduct research to learn more about its chosen culture, including its customs, rituals, lifestyle and history. Have each group present an anthropological profile of its chosen culture to the class.

LINKS:
http://anthropology.about.com/cs/newguinea/index.htm
http://www.cwis.org/
http://coombs.anu.edu.au/SpecialProj/PNG/WhatTribe.html

Taking Care of Business: Royal Ascot

1. What is the Royal Ascot? What is the atmosphere on Ladies Day at the Royal Ascot? How much do the women spend on their hats? What impact can Ladies Day have on the hat business in Great Britain?

2. How has the hatmaking industry changed in the last 5-10 years? How many hat manufacturers were there in England three years ago? How many are there today? What do you think has been responsible for the demise of the hat as a fashion statement? Do you wear hats? If you don't, why not? If you do, what kinds of hats do you like to wear?

3. Ladies Day at the Royal Ascot is sometimes compared to the Kentucky Derby in the U.S., where women wear elaborate hats. Challenge your students to come up with other traditions that are associated with elaborate or unique attire (you might point out their prom as one example). If any of your students have been a part of one or more of these traditions, have them share their experiences with the class, including what they wore and the significance of that dress.

LINKS:
http://www.ascot-authority.co.uk/
http://englishculture.about.com/cs/horseracing/index.htm

EDITOR'S NOTE:
Papua New Guinea
cannibalism
tourism
infrastructure
Wigmen
Huli
Royal Ascot
Ladies Day

NEWS CHRONICLE

Our World: Mattie's Story

1. Who is Mattie Stepanek? How old is he? With what disease has he been diagnosed? How has this disease affected other members of his family? What talent does Mattie have? How has his poetry helped him deal with his illness?

2. What are some of Mattie's wishes? Who is his hero? What is the name of his book of poetry? What is his motto? What does Mattie mean when he talks about "life storms"?

3. In the video, we hear that Mattie has "incredible insight" for a child his age. What does this mean? How does Mattie's poetry demonstrate his insight? How do you think that confronting a personal challenge might give someone a perspective that others don't have? What message do you think Mattie is trying to send others through his insightful writing?

LINKS:
http://myhero.com/hero.asp?hero=mattieStepanek
http://www.chionline.org/
http://vspbooks.com/heartsng.htm

EDITOR'S NOTE:
Mattie Stepanek
muscular dystrophy
Jimmy Carter
poetry
optimist
life storms

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CNN NEWSROOM Guide

July 24, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:40...01:20

Top Story ... 04:10...05:30
Indonesia experiences another change in leadership.

In the Headlines ... 03:00...08:30
The pope urges Pres. Bush to oppose embryonic stem cell research.

DAILY DESK ... 00:40...09:10

Health Desk ... 02:00...11:10
A treadmill can offer a fun and comprehensive workout.

Ask CNN: Noise and Hearing ... 01:00...12:10
At what point does loud noise damage the ears?

WORLDVIEW ... 00:20...12:30

Culture Watch ... 03:00...15:30
New American students learn about their community by visiting its neighborhoods.

Divine Guidance ... 04:30...20:00
The Yezidis call their religion the oldest in the world.

Inside Asia ... 03:00...23:00
A Catholic priest comforts Bangkok's sick and dying.

NEWS CHRONICLE ... 00:25...23:25

Remembering Katharine Graham ... 04:00...27:25
CNN's Garrick Utley reflects on the life and times of the late Katharine Graham.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Indonesia Upheaval

1. When did Abdurrahman Wahid become president of Indonesia? How did his political skill get him elected? In what way did this same skill help him lose his presidency? Why was he first censured by his own government? With what is Mr. Wahid now charged? How does Wahid respond to the charge of incompetence?

2. Who helped Mr. Wahid win his battle with lawmakers last year? Who is Megawati Sukarnoputri? How did Wahid's failure to create a partnership with Megawati ultimately impact his political career? According to the video, how will many Indonesian lawmakers remember Wahid's presidency?

3. Who is Indonesia's new president? Who was Megawati's father? Under whose rule did Megawati come to power? Why did many believe she was a shoo-in for the presidency in 1999? Why did she lose this election? How did she get her political "revenge" against Wahid? In spite of her recent successes, why are many worried about Megawati's ability to govern?

4. Point out that Megawati Sukarnoputri's political party holds the most seats in Indonesia's legislature. Survey your students to see what they know about Indonesia's political system. Refer them to the Internet and other resources to learn more, if necessary. Generate a class discussion about multiparty political systems, and how they differ from single or two-party systems. What is a coalition? Why is coalition building crucial to leaders in multiparty systems? If Abdurrahman Wahid had worked at building a coalition during his presidency, might his situation be different today? Discuss.

5. Teachers: For a CNNfyi.com lesson plan on this story, please go to: http://fyi.cnn.com/2001/fyi/lesson.plans/07/23/indonesia.megawati/index.html.

LINKS:
http://www.cnn.com/2001/WORLD/asiapcf/southeast/07/23/indonesia.megawati/index.html
http://www.cnn.com/SPECIALS/2001/asiafeaturefile/2307/
http://www.cnn.com/2001/WORLD/asiapcf/southeast/07/23/megawati.leader/
http://www.odci.gov/cia/publications/factbook/geos/id.html

In the Headlines: Stem Cell Research

1. How did Pope John Paul II raise the issue of stem cell research with President Bush? Why do you think the pope chose to issue a public statement on this issue? What were the major points of his statement? How has President Bush characterized the decision he is about to make on stem cell research?

2. What is the pope's view on the moral dilemma Mr. Bush says he is facing? What is the current relationship between Washington and the Vatican? On what other issue do the president and the pope agree? What issue has been a source of tension between them? Do you think a presidential decision in support of federal funding for stem cell research could hurt Mr. Bush's standing among Catholic voters? Why or why not?

3. Ask students: If you were President Bush, how might you respond to the pope? Point out that, in fact, the president did not respond by supporting a particular view on stem cell research, but he did say he would take the pope's position into consideration when making his decision. Ask students to put themselves in the place of the U.S. president several weeks from now, after having had time to consider and research all the implications of federal funding for stem cell research. Tell students to pretend they are the president and issue a written reply to the pope, informing him of the president's decision. Have students write their responses in their journals.

4. Many issues involving technology and modern medicine have ethical considerations. As a class, brainstorm a list of these issues that have recently generated controversy. Your list might include

stem cell research, cloning, and sequencing the human genome. After the list is complete, divide the class into small groups. Have each group choose one of these issues and conduct research to learn more about different perspectives in support of or against the issue, as well as its ethical considerations. Direct each group to present an analysis of its issue, including its moral implications.

5. Teachers: You may want to check out this CNNfyi.com lesson plan on stem cell research: http://fyi.cnn.com/2001/fyi/lesson.plans/07/12/stem.cell/index.html.

LINKS:
http://www.cnn.com/2001/WORLD/europe/07/23/bush.pope/index.html
http://www.nih.gov/news/stemcell/
http://bioethics.gov/stemcell_exec_intro.htm
http://bioethics.net/

EDITOR'S NOTE:
Indonesia
Abdurrahman Wahid
Megawati Sukarnoputri
coalition
George W. Bush
Pope John Paul II
embryonic
stem cell research

DAILY DESK

Health Desk: Treading

1. What type of exercise equipment is featured in the video? How is Ellen Abbott's "treading" workout different from a traditional treadmill workout? Why does Abbott have her students readjust the intensity level of their workouts? If you have used a treadmill, what is your opinion of this equipment?

2. What is the meaning of the term "cardiovascular"? Have students learn about the health problems associated with poor cardiovascular health by sending them on an online scavenger hunt to answer the following questions: What is a heart attack? What is a stroke? How do blood pressure, cholesterol and weight affect these medical conditions?
    1. After students share their findings, read the following quote to your class: According to the American Heart Association, "Even though heart attacks and strokes are rare in children, evidence suggests that the process leading to these conditions begins in childhood."
    2. Next, point out to students that treading provides "cardiovascular conditioning." Have them identify other types of exercise that provide cardiovascular conditioning.
    3. Then, challenge small groups of students to develop four-week diet and exercise programs to prevent cardiovascular disease. Encourage students to consult physical education teachers, exercise trainers, nutritionists, and online resources for nutrition and exercise criteria.
    4. Invite a physician to your class to critique the prevention programs.
    5. If possible, have each student implement one of the programs. **(Note: You may want to have students consult their physicians before starting the exercise program.)**
    6. Direct students to note the benefits and challenges of the programs in daily logs or in class discussions.

3. Group students and challenge each group to research the health benefits and appeal of exercise equipment, such as rowing machines, stair steppers, and resistance bands. To what extent do these

products promote balance, flexibility, strength training, and cardiac endurance? Instruct each group to present its findings in the form of an infomercial. After the presentations, have students determine which of these pieces of equipment they would like to see used as part of their school physical education program.

4. TEACHERS: For more information and activities on the benefits of exercise, check out the following Riverdeep.net sites:
http://www.riverdeep.net/teaching_the_news/news_2000/july/071200_exercise.jh tml
http://www.riverdeep.net/teaching_the_news/news_2000/april/front.110400.card iac.jhtml

LINKS:
http://www.operationfitkids.org/
http://www.healthcentral.com/mhc/top/001941.cfm
http://www.thewalkingsite.com/treadmill.html
http://www.acefitness.org/fitfacts/fitfacts_list.cfm?CFID=301349&CFTOKEN=14465474
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/565280?op1=&st1=Treadmill&op2=&st2=

EDITOR'S NOTE:
treadmill
workout
cardiovascular

WORLDVIEW

Culture Watch: Queens World Tour

1. Where is Flushing? Why is 14-year old Gabriel Pires leading a tour of this community? Where was Gabriel born? From what countries are his classmates? How does each student contribute to the tour?

2. What is the objective of New York's Academy for New Americans? Where do students go after they leave this school? Do you think their experience at the academy helps to prepare them for life in the U.S.? Why or why not?

3. What could immigrants learn by visiting your community? Challenge your students, working in groups, to design community tours that highlight local cultures, history, and heritage. If possible, have each group create a multimedia production of its tour, or a "virtual tour" for the Web. Have students vote on the best tour. Make copies of this tour available to your local Chamber of Commerce.

LINKS:
http://www.queensmuse.org/
http://130.166.124.2/NYpage1.html
http://www.queenschamber.org/Q_on_the_Internet/qi3.html

Divine Guidance: Iraq Angels

1. What is Yezidism? Where is it practiced? Why does the Yezidi community believe it has been misunderstood? What message do Yezidis want to send to the rest of the world?

2. What kind of Yezidi ceremony is shown in the video? Why is it significant that this ceremony

appears in the video? Where are the most sacred sites of this religion? How is the emigration of Yezidis creating another turning point in the religion's history? Why are Yezidi leaders trying to stop the emigration?

3. In what ways is Yezidism like other ancient religions? Why do you think the religion limits literacy to only its elders? Why are these ancient traditions and practices being rejected by the young Yezidis?

4. Ask students to consider the religious traditions and rituals with which they may be familiar. Divide the class into groups. Have each group research one world religion and the challenges it has survived to date. Ask each group to present its findings and discuss what its members think the future holds for that religion. Refer back to the video and ask students if they think the Yezidi elders are justified in their concern about the future of their religion.

LINKS:
http://www.arab.net/iraq/tour/iq_mountains.html
http://www.yeziden.de/english/e_main.html
http://www.kurdish.com/kurdistan/religion/yezidi.htm

Inside Asia: Thailand Priest

1. Who is Joseph Maier? Where does he live? For how long has he been comforting the sick, dying and poor of Bangkok? How did he end up in Thailand? How is he somewhat of an unconventional missionary?

2. What is a hospice? What does Father Joe say to those who are in his hospice? How will the death toll in the hospice this year compare to that of last year? In spite of the sadness that surrounds him, why do you think Father Joe says he can't imagine doing anything else with his life?

3. What do you think of Father Joe's mission? What kind of person do you think it takes to do what he does? What would compel someone to dedicate his/her life to caring for the dying and poor? Do you know of anyone in your community who has this kind of devotion to others? If so, share that person's story.

LINKS:
http://www.scottmurray.com/FatherMaier.htm
http://www.fatherjoe.org/

EDITOR'S NOTE:
Queens, NY
English
immigrants
Yezidis
mainstream religion
Iraq
Bangkok
Catholic priest

NEWS CHRONICLE

Remembering Katharine Graham

1. Who was Katharine Graham? What was the first major test she faced as publisher of the Washington Post? What happened when the Post and the New York Times began to publish the Pentagon Papers? How did the Supreme Court rule? Who is Carl Bernstein? According to Bernstein, how did the high court's decision reaffirm the principle of a free press?

2. Who were the two Washington Post reporters who pursued the Watergate story? How old were they at the time? Why was Watergate such a big story? How did Ms. Graham react to the possibility of retaliation by the Nixon Administration?

3. What, according to Carl Bernstein, is one of the "wrong lessons" drawn from Watergate? What is "gotcha journalism"? Did Katharine Graham believe there was a difference between investigative reporting and good reporting? Why do you think she felt that way?

4. Yesterday, thousands paid their respects to Katharine Graham, who was called by one of her friends a "quiet revolutionary." Have your students conduct research to learn more about the contributions Katharine Graham made to journalism, and share their findings. Would students agree with the characterization of Katharine Graham as a quiet revolutionary? Why or why not?

LINKS:
http://www.cnn.com/2001/US/07/22/graham.journalism/
http://www.cnn.com/2001/US/07/23/graham.funeral/index.html
http://www.washingtonpost.com/

EDITOR'S NOTE:
Katharine Graham
The Washington Post
Pentagon Papers
Watergate
Carl Bernstein
Bob Woodward
Richard Nixon
investigative journalism

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CNN NEWSROOM Guide

July 25, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:45...01:20

Top Story ... 05:20...06:40
-Pres. Bush meets U.S. troops in Kosovo.
-KFOR commanders say they are slowly stabilizing Kosovo.

In the Headlines ... 02:40...09:20
Europe's most active volcano threatens a town in Sicily.

DAILY DESK ... 00:40...10:00

Business Desk ... 02:50...12:50
Moviemakers turn to the Internet to promote their films.

Web Site Information ... 00:45...13:35
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:30...14:05

Information Please ... 03:20...17:25
The famous Taco Bell dog is looking for work.

Our Planet: Caspian Caviar ... 03:40...21:05
Fishermen say the Caspian sturgeon is facing extinction.

One World Habitat ... 02:30...23:35
A fashion show in Nairobi features recycled "fabrics".

Ask CNN: The Environment ... 01:30...25:05
What can one person do to help the environment?

NEWS CHRONICLE ... 00:20...25:25

What Was It? ... 02:00...27:25
Residents along the eastern U.S. wonder about an object they saw fall from the sky.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Bush in Kosovo

1. What was the last stop on President Bush's European tour? Why are U.S. troops stationed there? In what neighboring country has NATO brokered a cease-fire? What is the status of this truce? Where in this region could international troops next be deployed?

2. How many countries are represented in the Kosovo peacekeeping force? How many of these troops are from the U.S.? In what other area of the Balkans are U.S. troops currently stationed? As a presidential candidate, what did George W. Bush have to say about U.S. troops in the Balkans? What does he say now about the deployment of U.S. troops in the region?

3. What is KFOR? Since the deployment of KFOR, how has life changed in Kosovo? How has Kosovo's Serb population changed since the war? Why are Serbs being guarded by international troops? What kinds of disputes still exist among the locals? What evidence exists to support the claim that KFOR troops will be in Kosovo for a long time?

4. Remind students that, during the presidential campaign, George W. Bush leaned toward a position of bringing U.S. troops home from the Balkans as soon as possible. Yet yesterday he was presented with a new perspective of this situation when he visited Kosovo. Working in small groups, direct students to gather information on the deployment of international troops in the Balkans, and share their findings. Has this deployment been effective? If so, in what sense? If not, should the troops remain there? Ask students what they would recommend if they were advisers to the president. Have each group write a brief paper that outlines its recommendation on troop deployment in the Balkans, along with its rationale, for President Bush.

LINKS:
http://www.cnn.com/2001/ALLPOLITICS/07/24/bush.kosovo/index.html
http://www.cnn.com/2001/WORLD/europe/07/24/kosovo.amanpour/index.html
http://www.kforonline.com/

In the Headlines: Mt. Edna Eruption

1. What is Europe's most active volcano? Where is Mt. Etna located? What town is being threatened by lava from this volcano? Describe the sights, sounds and smells associated with the volcano that the reporter experienced as he stood nearby. Why do you think he described the eruption as "a chain reaction of energy"? What are the residents of Nicolosi doing to try to prevent the lava from overtaking their homes?

2. Challenge your students to embark on an informational scavenger hunt to find the names and locations of as many of the world's active volcanoes as possible. Have students plot the locations of these active volcanoes on a world map. In class discussion, ask students to draw conclusions based on their findings and their maps: What do the locations of these volcanoes tell us about the Earth's geologic evolution? How do students' findings support the theory of plate tectonics?

3. Teachers: Take your students to Riverdeep.net's interactive Volcano Lab by visiting this Web site: http://Riverdeep.net/earthpulse/data/volcanoes/volcano_lab.html.

LINKS:
http://www.geo.mtu.edu/~boris/ETNA.html
http://volcano.und.edu/vwdocs/current_volcs/etna/
http://volcano.und.edu/vw.html
http://www.nmnh.si.edu/gvp/

EDITOR'S NOTE:
Macedonia
Kosovo
George W. Bush
KFOR
deploy
Mt. Edna
Sicily
magma

DAILY DESK

Business Desk: Web Promotions

1. According to the video, where are many studios going to market their movies? What are some of the summer movies that have seized the spirit of Internet marketing? What elements of the Internet do these films incorporate in their marketing strategies? How are the studios engaging in "cheap cross promotion"?

2. What is the business definition of "market"? What would you say is the market for the movies that are being promoted on the Internet? If you were a Hollywood producer, where and how would you want your movies to be advertised?

3. Today's Business Desk illustrates some of the ways that moviemakers are using the Internet to market their products. What are some other products that your students might buy, and what methods do their manufacturers use to market these products?
    1. Divide the class into small groups.
    2. Have each group brainstorm a list of products and services for which students their age are the primary consumers.
    3. Then ask each group to indicate the way that its members became aware of each specific product or service. In other words, how is it marketed to teenagers?
    4. Share groups' lists.
    5. Ask: To what extent are these marketing approaches specifically geared towards the target market of young consumers?

    Refer students back to the video and ask them to recall the moviemakers who are marketing their films on the Internet. Would this approach work with movies whose target audience is the parents of your students? Why or why not?

LINKS:
http://www.ama.org/
http://www.marketleap.com/
http://www.submission2000.com/

EDITOR'S NOTE:
Internet
trailer
search engine
scavenger hunt
Global Positioning Satellite
cross-promotion
market
movie marketing

WORLDVIEW

Information Please: Unemployed Dog

1. Where did the former Taco Bell dog recently "shop" itself? What is this dog's name? Is it a male or female dog? Why was Gidgey dropped from the Taco Bell ad campaign?

2. What kind of treatment did Gidgey enjoy when she was the Taco Bell dog? According to the video, what has happened to Taco Bell sales since Gidgey was dumped? What evidence supports the claim that Gidgey is still popular? Why will finding new gigs for Gidgey be tricky? What is typecasting? Do you think Gidgey was typecast? Explain.

3. What do you think of the use of animals in advertising, television shows and films? Do you think their treatment is humane or inhumane? State your rationale. If you had a pet, would you consider putting your pet in ads, television shown or films? Explain.

4. What are some of the animals, real or animated, that have been used to market products and services? Divide the class into groups. Have each group focus on one animal that has been used to promote a particular product or business. Ask groups to research the impact of that animal as a symbol or logo that consumers recognize, as well as the effectiveness of that advertising campaign. Have each group present its findings and explain why animal promotions are often good for business.

LINKS:
http://www.animals-galore.com/
http://www.ahafilm.org/
http://www.k9costars.com/index1.html

Our Planet: Caspian Caviar

1. Locate the Caspian Sea on a world map. What is caviar? From what fish does 90 percent of the world's caviar come? What is happening to that fish? Why is this happening?

2. Of the countries that border the Caspian Sea, which has the best record of enforcing fishing limits? Outside Iran, how much do illegal fishing and caviar sales earn? What are authorities doing to stop these illegal activities? What businesses could soon threaten fish stocks in the Caspian Sea?

3. Direct students to work in groups to learn more about the threats to the Caspian sturgeon. Inform them that sturgeon stocks in the Caspian Sea have dropped about 90 percent in the past two decades, and challenge them to find out why. Have each group act as a team of environmental detectives and offer a hypothesis as to what is killing the sturgeon, and how this is happening.

LINKS:
http://www.encyclopedia.com/articles/02385.html
http://news.bbc.co.uk/hi/english/world/europe/newsid_1401000/1401628.stm
http://www.traffic.org/publications/sturgeons.html

One World Habitat: Plastic-Fantastic

1. Where did the Plastic-Fantastic Fashion Show take place? What materials did the designers use to create their fashions? What are some of the items they created? What inspired these designers? What message were the show's promoters trying to send?

2. Do you like any of the recycled fashions seen in the video? If so, which ones? Would you consider wearing any of them? Why or why not? Do you think these fashions are designed to be practical? If not, why were they created?

3. Ask students whether they and their families recycle. What kinds of materials found in the home are recyclable? Challenge each student to make a list of specific items and materials found in his/her home that can be recycled. Have students share their lists. Direct students to use their lists to

create a Web page on recycling for the environmentally-conscious consumer.

LINKS:
http://ww2.plastics-1.com/
http://www.obviously.com/recycle/guides/common.html
http://www.recycle.net/recycle/index.html

EDITOR'S NOTE:
unemployed
licensing
sturgeon
Caspian Sea
caviar
poaching
plastic
recycling

NEWS CHRONICLE

What Was It?

1. What kind of object did many living in the eastern U.S. see in the sky Monday night? Where did this object reportedly land? What did this object look and sound like? What do astronomers believe was the cause of this light show?

2. What did a television reporter find in a cornfield after the object reportedly hit there? Did professional investigators find anything? According to astronomers, about how often do these kinds of fireballs occur? Why is it rare that any solid objects are found?

3. Challenge your students to summon their imaginations and use this event as the springboard for creative writing. Have each student write a short story, fictional or factual, about the mysterious fireball. Was it a meteor? A piece of space debris? An extraterrestrial vehicle? Ask students to share their stories. Present awards for those stories that demonstrate outstanding effort.

LINKS:
http://www.cnn.com/2001/TECH/space/07/24/fire.ball/index.html
http://impact.arc.nasa.gov/
http://www.amsmeteors.org/
http://www.imo.net/

EDITOR'S NOTE:
astronomer
meteor
sonic boom
fireball

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CNN NEWSROOM Guide

July 26, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:30...01:00

Top Story ... 04:50...05:50
-The spread of the West Nile virus has U.S. health officials concerned.
-Modern transportation helps spread disease around the world.

In the Headlines ... 04:20...10:10
-Diplomats try to calm tensions in Macedonia.
-How did the conflict in Macedonia start?

DAILY DESK ... 00:40...10:50

Science Desk ... 01:40...12:30
Peanut chips offer consumers high protein in a lowfat snack.

WORLDVIEW ... 00:20...12:50

One World Habitat ... 07:30...20:20
The Atacama, one of the world's driest deserts, is an ocean of natural sensations.

Around the World ... 00:50...21:10
Facts about deserts

NEWS CHRONICLE ... 00:25...21:35

Amusement Park Safety ... 05:40...27:15
While industry officials say amusement parks are safe, critics warn of hidden dangers.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----------CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: West Nile Virus

1. In what region of the U.S. has the West Nile virus recently been found? What are officials in Madison County, Florida, doing to prevent the spread of the disease? When was the disease first discovered in the U.S.? Where did it surface? Where has it gone since it first appeared in New

York? How many cases of West Nile virus have been diagnosed in the U.S. over the past two years? How many of these have been fatal?

2. What are the symptoms of the West Nile virus in humans? What serious disease does this virus cause in a small percentage of cases? Who is most at risk for the most severe complications? How does the West Nile virus spread? How do scientists determine the presence of the virus in an area? What preventive measures can one take against this virus?

3. Why do disease-carrying microorganisms travel quickly around the globe? What are some diseases that are spreading due to global travel? How much does it cost to treat a person infected with tuberculosis (TB)? How much does a bed net treated with insecticide to prevent malaria cost? Why are many countries unable to provide these treatments and preventions?

4. Mosquitos carry many diseases, including West Nile virus and malaria. If mosquitos are a problem in your community, have students consult local health officials to find out what they are doing to deal with them. Are officials using a chemical (pesticide) approach? If so, what pesticides are they using? What do they recommend people do to prevent mosquito bites? Ask a local health official to address the class on problems caused by mosquitos and other disease-carrying insects and animals, and on preventive measures that parents and students can take. As a class, compile this information into an informative resource for parents and students at your school.

5. Teachers: Check out this CNNfyi.com Learning Adventure: Virus Encounters. Go to: http://turnerlearning.com/fyi/virusencounters/.

   You may also want to direct your students to Riverdeep.net's Tracking the West Nile Virus: http://riverdeep.net/teaching_the_news/news_2000/august/082500_westnile_arc.jhtml.

LINKS:
http://www.cdc.gov/ncidod/eid/vol6no4/rappole.htm
http://cindi.usgs.gov/hazard/event/west_nile/west_nile.html
http://www.nationalatlas.gov/virusmap.html
http://www.epa.gov/pesticides/citizens/mosquito.htm
http://www.washingtonpost.com/wp-dyn/health/specials/westnile/
http://www.nwhc.usgs.gov/westnil2.html

In the Headlines: Macedonia Unrest

1. Who is fighting in Macedonia? Who rioted in Skopje Tuesday night? What was the cause of their anger, and to whom was it directed? How did President Boris Trajkovsky react to the violence? What is the aim of the negotiations in Macedonia? What are diplomats hoping to achieve at this point?

2. When did Macedonia declare independence from Yugoslavia? What breakaway republics in this region were consumed by conflict in the 1990s? Why was Macedonia often hailed as "a Balkans multiethnic success story"? In spite of this label, who has complained of inequality in Macedonia? What fraction of Macedonia's population is ethnic Albanian? What do the ethnic Albanians want from Macedonia's government?

3. Where did Macedonia's most recent fighting begin? What events led to this fighting? What international consequences could result from these conflicts? Which neighboring countries could become involved, and on whose side is each likely to fight?

4. Point out to students that Macedonia was the only republic to break away from Yugoslavia in a bloodless revolution. Macedonia was also the staging point for NATO-led KFOR troops that allowed ethnic Albanians to return to Kosovo after driving out the Serbs in 1999. Ask students: In spite of this, why do you think ethnic Albanian guerrillas are fighting in Macedonia? Have students

conduct research to learn more about the Albanian rebels and the reasons behind their insurgency, and to what degree they have the support of the public. Discuss students' findings. Ask students to speculate as to which national and international interests are most capable of persuading the rebels to stop the violence in Macedonia.

5. Teachers: Here are Web sites for related CNNfyi.com lesson plans:
http://www.cnn.com/2001/fyi/lesson.plans/
06/26/macedonia.unrest/index.html

http://www.cnn.com/2001/fyi/lesson.plans/
05/09/macedonia/index.html

http://www.cnn.com/2001/fyi/lesson.plans/03/08/kosovo.macedonia/.

LINKS:
http://www.cnn.com/2001/WORLD/europe/07/25/macedonia.riots/index.html
http://www.cnn.com/SPECIALS/2001/macedonia/
http://www.cnn.com/2001/WORLD/europe/03/16/macedonia.burns/index.html

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EDITOR'S NOTE:
West Nile virus
CDC
encephalitis
mosquitos
microorganisms
exposure
Macedonia
breakaway republic

DAILY DESK

Science Desk: Peanut Chips

1. Who is Dr. Yao-Wen Huang? What are some physical characteristics of a peanut chip? What are some ingredients used? Why do you think companies are interested in producing peanut chips? How do you think the peanut chip will be marketed to prevail over its fatty image?

2. Inform the students that legumes are edible seeds enclosed in pods. Peanuts, beans, and peas belong to this plant family, Leguminosae. Legumes are one of the best sources of concentrated protein. Have students brainstorm a list of legumes, and write this list on the board.

3. Have each student identify common ingredients found in various brands of potato chips. Direct each student to investigate the nutritional value of the legumes listed on the board. Challenge each student to develop a recipe for chips that will have the highest amount of protein using one of the legumes listed on the board. If possible, help students make their chips following their recipes.

   Then ask: What are some similarities and differences of using peanuts and using other legumes as a base ingredient for chips? Based upon the discussion, why do you think Dr. Huang used peanuts in his chips?

4. For more information on peanuts, direct students to Riverdeep.net's article, "Peanuts: A genuine treasure," at this Web site:
http://www.riverdeep.net/teaching_the_news/
news_2000/feb/front.240200.peanuts.jhtml.

LINKS:

http://www.onlineathens.com/stories/032601/uga_0326010007.shtml
http://www.nationalpeanutboard.org/about/
http://www.peanut-institute.org/

EDITOR'S NOTE:
peanut
lowfat
protein

WORLDVIEW

One World Habitat: Atacama Desert

1. Locate the Atacama Desert on a world map. What are some of the geographic features of this desert? In what country is it located? What is this desert's altitude?

2. What is unique about San Pedro de Atacama? About how many people live in this community? What do visitors to this village see? Why do the locals recommend traveling the region by horseback? What is a geyser? What makes the El Tatio Geysers an incredible sight? Describe what travelers see at the Springs of Puritama. Are these features ones you would expect to see in a desert? Explain.

3. Where does Camilo Silva take tourists? What does he think gives the Atacama Desert its unique character? What is unique about the Valley of the Moon? What kinds of animals can be seen here? What is the cost of this Atacama Desert trip? Would you be willing to spend this much money for a vacation there? Why or why not?

4. As we see in this video, the Atacama Desert is a unique place. The salt basins of the Atacama are so desolate, they are sometimes described as "moon-like," and the site has been chosen to test the prototype of a new lunar rover. Challenge your students to learn more about the Atacama region and its unique geographic features, from its salt basins to its mountains and geysers, and share their findings. What factors account for the existence of these features in a desert region? Discuss.

5. Although the world's deserts can be described as "desolate," they are vibrant ecosystems. Help students appreciate this fact by conducting this activity: Divide your class into groups. Direct each group to choose one desert and conduct research to learn more about its geography and biodiversity. Have each group present its findings in the form of a multimedia presentation, an illustrated report, or a Web site.

LINKS:
http://sunsite.dcc.uchile.cl/chile/turismo/atacama.html
http://www.musc.edu/cando/geocam/atacama/atacama.html
http://geography.about.com/library/weekly/aa102698.htm
http://www.world66.com/page.asp?Loc=892
http://www.cnn.com/2000/TRAVEL/PURSUITS/OUTDOORS/09/29/chile.desert/index.html

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EDITOR'S NOTE:
Chile
Atacama Desert
Andes Mountains
altitude
geyser

geology
salt flats
excursion

NEWS CHRONICLE

Amusement Park Safety

1. How many visitors do U.S. theme parks and attractions draw each year? According to the Consumer Product Safety Commission (CPSC), what are the chances of being seriously injured at one of these parks? Why do critics argue that the data on amusement park injuries is misleading?

2. What are some of the incidents that have occurred in U.S. theme parks that support critics' charges? What happened to Brandon Zucker in September of last year? What injuries did he sustain as a result? What are the Zuckers charging in their lawsuit against Disneyland? How did Disney respond when asked about this incident? What were ride operators instructed to do in the event of an emergency? What happened when they tried to call their supervisor? What did a state investigation conclude about the way this emergency was handled? Why does Disney maintain that the ride is a safe one?

3. Challenge your students to examine the physics at work on different amusement park rides, and the forces that act on the rides and riders. Divide the class into groups. Have each group choose one amusement park ride and conduct research to learn more about the physics behind its safe operation. Then, have each group issue a report to the class that answers the following questions:
   - What physical forces act on the ride and those who ride it?
   - What risks exist for those who ride?
   - What can be done to minimize these risks?

   Point out that, according to saferparks.org, children account for 2/3 of all ride-related injuries. What do students think should be done to make amusement park rides safer for children? Discuss.

LINKS:
http://www.learner.org/exhibits/parkphysics/ridesafety.html
http://www-tech.mit.edu/V119/N34/Amusement_Parks.34w.html
http://www.saferparks.org/

EDITOR'S NOTE:
theme park
federal oversight
brain damage
restrained
emergency response
lawsuit

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CNN NEWSROOM Guide

July 27, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:20...00:50

Top Story ... 10:00...10:50
-The number of West Nile virus cases in the U.S. may be on the rise.
-What is an infectious disease?

DAILY DESK ... 00:20...11:10

Editor's Desk ... 02:40...13:50
A young singer is taking the music world by storm.

Web Site Information ... 00:45...14:35
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:20...14:55

Around the World ... 02:45...17:40
The Spanish language makes its way into daytime television.

Information Please ... 03:30...21:10
Collecting souvenir miniature buildings is a popular pastime.

Political Front ... 03:30...24:40
CNN's Lucia Newman profiles Elian Gonzalez one year after his return to Cuba.

NEWS CHRONICLE ... 00:20...25:00

Navajo Code Talkers ... 02:25...27:25
WWII Navajo code talkers receive the Congressional Gold Medal.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: West Nile Virus

1. What is the West Nile virus? When and where was it first identified? When and where did the virus

first arrive in the U.S.? How many cases of the West Nile virus have been reported in the U.S.? In what other countries have people contracted the West Nile virus?

2. What are the symptoms of the West Nile virus in humans? What serious disease does this virus cause in a small percentage of cases? Who is most at risk for severe complications? How does the West Nile virus spread? According to the study, when are people most likely to contract the virus? What measures can people take to protect themselves against this virus?

3. What are some of the ways that infectious diseases can be spread? Which two types of germs cause the most infections? What are some of the diseases that are caused by viruses? By bacteria? What can be done to treat a bacterial infection? Why is it important not to kill ALL of the bacteria in our bodies?

4. Although infectious diseases are the third leading cause of death in North America, it remains the number one killer throughout the rest of the world. Why do you think there is such a significant difference in these statistics? What do you think can be done outside of North America to decrease the number of deaths caused by infectious diseases? What roles might politics, education, and economics play in a country's effort to conquer infectious disease?

5. Working individually or in small groups, have students conduct library research in one of the following areas:
   - Beneficial bacteria
   - The history of the polio vaccine's development
   - How viruses and bacteria are alike and different
   - Recent incidents of food-borne bacterial illnesses
   - Proper methods for storing and cooking foods to prevent bacterial growth.

   Have students present their research as either oral reports or slideshows. Follow each presentation with a brief question and answer period to allow for increased clarity and understanding of the content.

   TEACHERS: Check out CNNfyi.com's Learning Adventure: Virus Encounters. Go to: http://turnerlearning.com/fyi/virusencounters/.

   You may also want to direct your students to Riverdeep.net's Tracking the West Nile Virus: http://riverdeep.net/teaching_the_news/news_2000/august/082500_westnile_arc.jhtml.

LINKS:
http://www.cdc.gov/ncidod/index.htm
http://www.cdc.gov/ncidod/eid/vol6no4/rappole.htm
http://cindi.usgs.gov/hazard/event/west_nile/west_nile.html
http://www.nationalatlas.gov/virusmap.html
http://www.epa.gov/pesticides/citizens/mosquito.htm
http://www.washingtonpost.com/wp-dyn/health/specials/westnile/
http://www.nwhc.usgs.gov/westnil2.html

EDITOR'S NOTE:
West Nile virus
infectious disease
bacteria
antibiotics
microbes
E.coli
pathogens

DAILY DESK

Editor's Desk: Kaci

1. Who is Kaci? What is the name of her debut single? How old is the singer? Where is she from? When did she begin singing? When did she begin taking voice lessons? What type of album did she produce when she was nine? How does Kaci view music in her life?

2. How has Kaci's life as a performer affected her life beyond the music world? What are her concerns? How is her life like and/or different from yours?

3. How did Kaci demonstrate her singing interest when she was young? What role did her father play in her singing career? Who influenced her singing desire and style?

4. Explain to students that Kaci is among a growing group of teen singers that are contributing to the music industry. These performers include Britney Spears, N' Sync, Jessica Simpson, and Hanson. Young performers have historically been part of the music scene; many great singing stars began their careers as child or teen entertainers, such as Michael Jackson, Frank Sinatra, and Judy Garland. Their vocal styles and performance qualities have guided music trends.

5. Divide the class into small groups representing music eras, from the 1950s to the present. Have each group research one teen singer from the era it represents. Students can research different types of music, including reggae, rock, country, pop, or classical. Groups should identify:
   1. how and when the individual's singing career began
   2. who influenced him/her
   3. when his/her first "big break" occurred
   4. how his/her life changed as a result of the career
   5. how he/she influenced the era's music trends
   6. whether this individual continued singing as an adult.

   Have each group create a "Singer Scrapbook" to present to the class. Have students review each scrapbook and chart the similarities among the stars to determine what typically makes teen singers celebrities. Have students discuss their findings as a group.

LINKS:
http://www.kaci.org/onlinefirst.html
http://www.post-gazette.com/magazine/20000820teenhistory2.asp
http://teenmusic.about.com/teens/teenmusic/cs/musichistory/index.htm
http://teenmusic.about.com/teens/teenmusic/
http://www.allmusic.com/cg/x.dll?p=amg&sql=C2392

EDITOR'S NOTE:
singer
Florida
performers

WORLDVIEW

Around the World: Spanish Soaps

1. What American daytime drama is the first to provide Spanish-language translation? How does the translation process work? What are "telenovelas"? How do you think non-Hispanic viewers of "The Bold and The Beautiful" will respond to the new Hispanic storylines and characters? What is your opinion of CBS's new marketing strategy? Discuss.

2. Inform students that, according to the U.S. Census Bureau, "In 2000, 32.8 million Hispanics lived in the U.S., representing 12.0% of the total population...By 2010 Hispanics are projected to become the second largest race/ethnic group (surpassing blacks to become the largest minority)." To capitalize on this demographic trend, American companies, such as CBS, are marketing their products for Hispanic consumers. Refer students to the links below and other resources to find examples of other products and services that are being marketed to Hispanic Americans. After students share their findings, ask: Based on this information, what conclusions can one draw about the Hispanic population in the U.S.?

3. According to Hispanic Research Inc., "Hispanic Americans come from as many as 20 different countries, and some of these countries share very little in common. Thinking that all Hispanics belong to one homogeneous group is one of the most serious misconceptions that exists among U.S. marketers." Refer students to their texts, and the fifth Web site below, to learn about the different countries that comprise America's Hispanic population. Then group students and challenge each group to select a product and develop marketing campaigns for it geared towards at least two different segments of the U.S. Hispanic population. Have students share their findings and talk about the similarities and differences in the countries' cultures, and how these factors are reflected in the marketing campaigns.

LINKS:
http://www.hispanic-research.com/page6.html
http://www.hispanic.com/
http://www.latinoweb.com/
http://www.hacr.org/demographics/population.html
http://www.hispanic-research.com/page7.html
http://www.census.gov/

Information Please: Souvenir Building Collection

1. Who is Ronnette Riley? What type of souvenirs does she collect? What is the Souvenir Building Collectors Organization? Why do you think so many people are interested in souvenir buildings? Do you share this interest? Why or why not?

2. Why do you think that people are interested in collections and in the pastime of collecting? Ask students if they are, or know of people who are, serious collectors. What kinds of items do they or their friends collect? From where do individuals purchase the items to compile their collections? What makes a collection something of value? Discuss. If you owned a collection and it increased in value, would you be willing to sell it? Why or why not?

   If your students are collectors, ask them to put together representations of their favorite personal collections and bring in samples or photos of their collections. Have each student explain why he/she collects these particular items, what makes the collection valuable, and to whom it has value.

3. Refer students to the second link below, and other resources, to prepare presentations about some of the world's great buildings, such as the Eiffel Tower or the Empire State Building. Instruct each student to identify the architect, when and why the structure was built, why it is considered a great building, and its cultural significance. After the presentations, ask students: What buildings in your community deserve to be memorialized? Why?

LINKS:
http://www.sbcollectors.org/
http://www.greatbuildings.com/

Political Front: Elian: A Look Back

1. Who is Elian Gonzalez? When and why was he the focus of international attention? What has Elian's life been like since he returned to Cuba? In what way was Elian's case a symbol of the struggle between the U.S. and Cuba? How do you think Cubans and Americans will regard the name "Elian Gonzalez" in years to come?

2. Use this video as an opportunity to have students examine the current status of U.S.-Cuba relations. Divide your class into four groups, and have each group select a decade, beginning with January of 1959, when Cuban President Fidel Castro came to power. Have each group research and create a timeline that depicts major events in U.S.-Cuban history during that decade. Have groups present their timelines in chronological order, and discuss how the events impacted U.S.-Cuba relations. Then, as a class, discuss the following questions: What is the current status of relations between the U.S. and Cuba? Have there been political effects as a result of the Elian affair? How could U.S.-Cuba relations be improved? What is your opinion of the U.S. lifting its embargo against Cuba?

LINKS:
http://cnn.com/LAW/trials.and.cases/case.files/0004/elian/linkframeset.exclude.html
http://www.cnn.com/SPECIALS/views/y/2000/11/newman.elian.nov22/
http://www.cnn.com/2001/WORLD/americas/07/14/elian.exhibition.ap/index.html
http://www.cnn.com/2001/US/07/14/us.bush.cuba/index.html
http://www.cnn.com/interactive/countrywatch/Cuba/frameset.exclude.html
http://learning.turner.com/coldwar/cuba/cuba_ttl.html
http://www.cnn.com/resources/newsmakers/world/namerica/castro.html
http://www.state.gov/

EDITOR'S NOTE:
Spanish-language
Hispanic
soap opera
souvenir buildings
architecture
collecting
kitsch
Elian Gonzalez

NEWS CHRONICLE

Navajo Code Talkers

1. Who are the Navajo code talkers? What was their importance to the U.S. military during WWII? Why are the Navajo code talkers in the news? How was the Navajo code created? What new film centers on the Navajo code talkers?

2. How many Navajo code talkers originally existed? How many are still alive? Why do you think the code talkers were not honored many years ago, when most of them were still alive?

3. TEACHERS: Visit the following Web site for additional information and a CNNfyi.com lesson plan on Navajo code talkers: http://fyi.cnn.com/2001/fyi/lesson.plans/07/26/code.talkers/index.html.

LINKS:
http://www.cnn.com/2001/US/07/26/code.talkers/index.html
http://www.history.navy.mil/faqs/faq61-1.htm
http://www.history.navy.mil/faqs/faq61-2.htm
http://www.history.navy.mil/faqs/faq61-4.htm
http://www.wae.com/webcat/navajos.htm

http://www.cia-g.com/~rockets/navajo.intro.htm

EDITOR'S NOTE:
Navajo code talkers
WWII
U.S. Marines
Congressional Gold Medal

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CNN NEWSROOM Guide

July 30, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:20...00:50

Top Story ... 06:05...06:55
Researchers are on an ersatz expedition of Devon Island to learn how to explore Mars.

In the Headlines ... 03:10...10:05
Alejandro Toledo is sworn in as Peru's new president.

DAILY DESK ... 00:20...10:25

Environment Desk ... 02:50...13:15
Nuclear waste is one of the greatest problems of the 21st century.

WORLDVIEW ... 00:20...13:35

Wild Kingdom ... 02:15...15:50
Conjoined crocodile twins are born in Thailand.

Sports Page: British Asia Football ... 03:10...19:00
English football clubs try to boost their earnings in Asia.

Culture Watch ... 03:35...22:35
The Chiapas Choir is on a mission to bring peace to the Chiapas state.

NEWS CHRONICLE ... 00:20...22:55

Chief Oloruntoba ... 04:40...27:35
CNN NEWSROOM's Janice McDonald profiles Nigerian artist Chief Zacheus K. Oloruntoba.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Mars on Earth

1. Where is Devon Island located? Who is Bob Zubrin? Why are Zubrin and other researchers on Devon Island? How is this island similar to Mars? Why are rocks on Devon Island important to

planetary research and Mars exploration? What is the status of NASA's plan to send a human expedition to Mars? How might the research that is being conducted on Devon Island be useful for future Martian explorers?

2. TEACHERS: For additional information, activities, and a lesson plan on exploring Mars, visit the following CNNfyi.com and Riverdeep.net sites:
http://fyi.cnn.com/fyi/interactive/specials/space/lesson.plans/mars.odyssey.lp.html

http://fyi.cnn.com/2001/fyi/lesson.plans/07/20/viking.mars/index.html

http://www.riverdeep.net/teaching_the_news/news_2000/july/070500_mars.jhtml

LINKS:
http://cnn.com/2001/TECH/space/07/24/downlinks/index.html
http://cnn.com/2001/TECH/space/07/19/mars.reut/index.html
http://merlin.bethune.yorku.ca/trek/mars/devon.htm
http://www.marssociety.org/
http://www.cnn.com/2001/TECH/space/07/18/downlinks/index.html

In the Headlines: Peru's New President

1. Who is Peru's new president? Why is his win historically significant? Where was President Alejandro Toledo's inauguration ceremony held? What promises did Toledo make in his inauguration speech? According to the video, what difficult task lies ahead for Toledo?

2. Challenge your students to learn more about the government and history of Peru. Have students work in groups to consult the Internet and other resources for information on Peru's culture, and the evolution of its political system during the last 20 years. After students share their findings, ask: What is "democracy"? Would you classify Peru as a democratic republic, or as another form of government? Discuss.

3. Have students assume the role of a political advisor to President Toledo. Refer students back to the video and the links below to learn more about Toledo and the challenges that he faces as Peru's new president. Have students investigate the obstacles he may encounter in terms of unifying the nation and promoting democracy. Then, instruct students to write letters to Toledo that outline the challenges he faces and how he might address these issues. What measures might Toledo take to enhance his credibility? After students share their letters, ask: Do you think Toledo will be able to balance the needs of the international economic community (whose aid is crucial for Peru's development) and the urgent social needs of the Peruvian people? Discuss.

LINKS:
http://www.cnn.com/2001/WORLD/americas/07/28/peru.toledo/index.html
http://www.cnn.com/2001/WORLD/americas/06/01/peru.big.picture/
http://www.odci.gov/cia/publications/factbook/geos/pe.html
http://www.peruonline.com/
http://www.gksoft.com/govt/en/pe.html

EDITOR'S NOTE:
Mars
Devon Island
rocks
simulations
Peru

Alejandro Toledo
election
inauguration ceremony

DAILY DESK

Environment Desk: Nuke Waste Alert

1. What is nuclear waste? How is it generated? Where is it stored? Why is nuclear waste harmful to humans and the environment? How many nuclear power plants exist in the U.S.? How much spent fuel do these plants produce each year?

2. Why is nuclear waste disposal a political issue? According to Warner North and his colleagues, what is the only "scientifically-credible," long-term solution for disposing of nuclear waste? What is the National Academy of Sciences' opinion on nuclear waste disposal? In your opinion, what political and logistical problems would need to be addressed to establish an international nuclear waste facility?

3. Inform students that they will be participating in a debate to decide whether or not the Yucca Mountain Project (YMP) should become a long-term nuclear waste storage site. Refer students to multimedia resources, including the Web sites below, to learn about radioactive waste and nuclear waste. Divide your class into three groups. Have each group represent either the Nevada citizens who are against the YMP, the U.S. Department of Energy engineers and scientists who are in favor of the YMP, or a congressional committee. Assist the congressional committee group in establishing how it will determine whether or not the YMP should become a long-term nuclear waste site. Have the congressional committee group hear the other groups' arguments, and then determine its ruling. Following the debate, have the class try to identify why certain aspects of the debate were hotly contested, while others were barely touched upon. Also, discuss whether students think their mock debate was an accurate representation of what might happen in a real debate.

4. TEACHERS: Visit the following CNNfyi.com site for a lesson plan on the risks associated with nuclear waste disposal:
http://fyi.cnn.com/2001/fyi/lesson.plans/03/27/
nuclear.waste/index.html

LINKS:
http://cnn.com/2001/TECH/science/06/06/nuclear.report/index.html
http://www.sierraclub.org/nuclearwaste/
http://www.nei.org/
http://www.rw.doe.gov/homejava/homejava.htm
http://www.ymp.gov/about/index.htm
http://www.history.rochester.edu/class/EZRA/LongTerm.htm
http://www.history.rochester.edu/class/EZRA/
http://www.state.nv.us/nucwaste/index.htm

EDITOR'S NOTE:
nuclear waste disposal
National Academy of Sciences
Yucca Mountain
radioactive

WORLDVIEW

Wild Kingdom: Thai Crocodile

1. What is unusual about the crocodile twins featured in the video? What are some of the differences between the twins? Do you think the twins should be separated? Discuss. Where is the crocodile farm located? What are the commercial uses for crocodiles?

2. Inform students that crocodiles belong to an order of reptiles called crocodilians, and there are 23 species of crocodilians, including alligators, caimans, and gavials. Direct each student to the links below, and other resources, to prepare a report about a species of crocodilian. Each report should include the following information about the species:
   1. where it can be found
   2. habitat
   3. size
   4. diet
   5. predators
   6. if it is endangered
   7. conservation efforts
   8. unusual facts.

   Have students compile their reports into a learning resource for your school's library.

LINKS:
http://cnn.com/2001/WORLD/asiapcf/southeast/06/26/croc.conjoined.twins/index.html
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/141160?op1=&st1=Crocodiles&op2=&st2=
http://www.flmnh.ufl.edu/natsci/herpetology/crocs.htm
http://www.envirolink.org/oneworld/tales/crocs/dinodays.html
http://www.pbs.org/wgbh/nova/crocs/

Sports Page: British Asia Football

1. What is English football? What are English football clubs doing to heighten interest in the sport and generate revenue in Asia? Why do you think it is difficult for English football clubs to generate merchandising revenue in the United Kingdom?

2. To what extent do you think sports merchandising is important to the success of professional sports teams? Group students and assign each group a professional sports team. Challenge each group to identify the team's image and the extent to which this image is based on the team's level of achievement, its players and its marketing strategy. After students present their findings, have them discuss whether or not they agree with the following quote by sports writer Jonathan Bombulie: "In the world of sports marketing, it's not being a successful team, but being perceived as one that is important."

LINKS:
http://www.soccernet.com/europe/news/2001/0319/20010319juventusasia.html
http://www.e-soccer.com/
http://www.collegian.psu.edu/archive/1993/03/03-18-93tdc/03-18-93dsports-8.asp

Culture Watch: Mexico Chiapas Choir

1. Locate Chiapas on a map of Mexico. When did the massacre in Chiapas take place? How did the massacre affect the Mayan Indians? What is the mission of the Chiapas Choir? Why is this choir unique?

2. Assist students in conducting research to learn more about the history of Chiapas, its people, their political struggles, including the massacre of 1997, and the status of the Chiapas conflict. After students share their findings, ask: Do you think Mexico's President Vicente Fox will be able to resolve the Chiapas conflict? What, if anything, should the international community do to address this problem?

LINKS:
http://www.cnn.com/WORLD/9712/23/mexico.massacre/index.html
http://www.virtualschool.edu/mon/News/ChiapasRevoltMexico.html
http://www.madison.k12.wi.us/laf/course/chiatext.htm
http://burn.ucsd.edu/~ssady/
http://www.igc.org/igc/womensnet/hg/morelia.html

EDITOR'S NOTE:
crocodiles
conjoined twins
crocodilians
merchandising
English football
marketing
Chiapas, Mexico
Mayan Indians

NEWS CHRONICLE

Chief Oloruntoba

1. Who is Chief Zacheus K. Oloruntoba? Where is he from? What type of art does he create? Why is his art unique? What innovative techniques and tools does he use? What tribal position is Oloruntoba slated to hold? How might his experiences as an internationally renowned artist influence his ability to be his tribe's king?

2. What types of symbols does Oloruntoba use in his artwork? Why do you think he uses these symbols? Help students to identify other examples of how symbolism is used in art. What statement do these symbols make? Why do you think the artists chose to use these symbols? After the discussion, challenge each student to think of an important social or political issue. Have students create paintings, collages, or other art forms in which they use symbols to express their views on these issues.

3. Chief Oloruntoba once said that, "The difference between my paintings and those of American and European painters is that the sources of my works are unique and deeply rooted in spirituality." Have students discuss the meaning of this statement. Next, refer them to the links below, and other multimedia resources, to learn about the Yoruba culture, Oloruntoba's work, and the work of contemporary American and European artists. Have each student select two contemporary western artists and research their backgrounds and bodies of work. Ask students to identify the role of spirituality in the artists' cultures and if it is reflected in their paintings. Then, direct students to draw upon their research to write position papers that support or refute Oloruntoba's statement.

LINKS:
http://www.theoctobergallery.com/oloruntobaprof.htm
http://www.theoctobergallery.com/zeke-MV-text.htm
http://www.cloudband.com/go.cgi/magazine/articles3q00/exh_pissarra_oloruntaba_0700.html
http://www.thingsgraphics.com/Biographs/oloruntoba.htm
http://www.uiowa.edu/~africart/toc/countries/Nigeria.html
http://landow.stg.brown.edu/post/nigeria/yorubaFH.html
http://www.moma.org/
http://www.nigeria.com/

EDITOR'S NOTE:
Chief Zacheus K. Oloruntoba

- Yoruba tribe
Nigeria
king
spirituality
art
paintings
symbolism

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